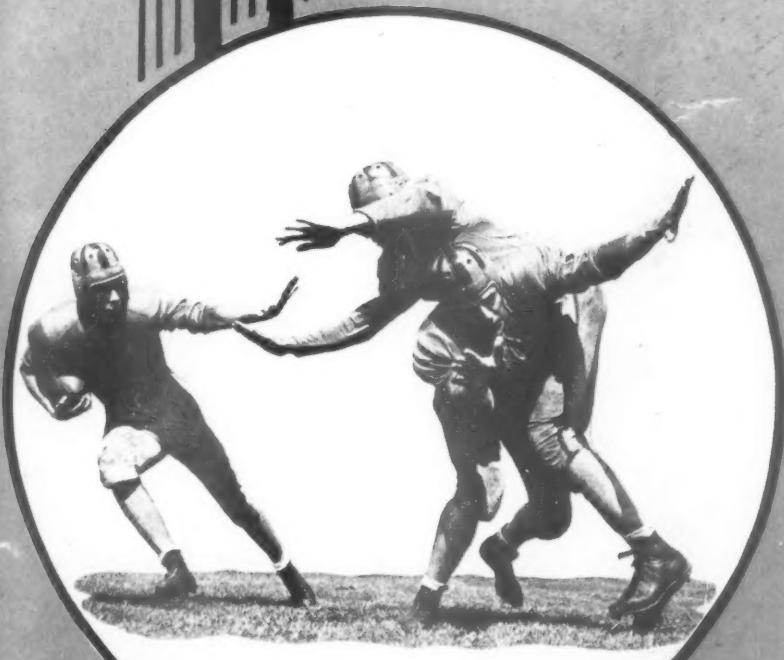


ATHLETIC JOURNAL

Vol. XXV

October, 1944



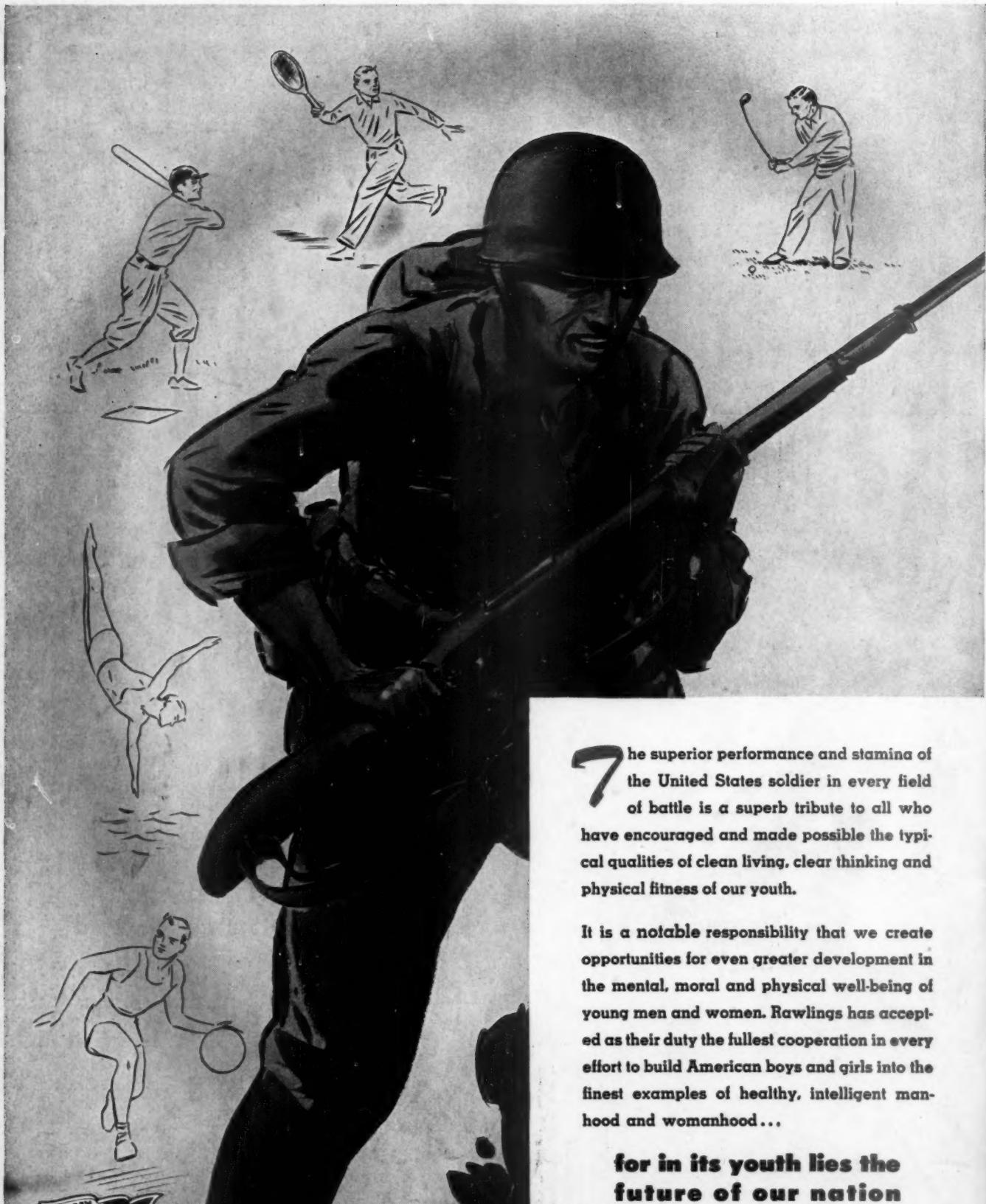
Basic Passing Possibilities From the T Formation

Harold Swanson

The Flanker System Forrest W. England

Suggestions on Basketball Practice Routine

Nelson W. Nitchman, U.S.C.G.R.



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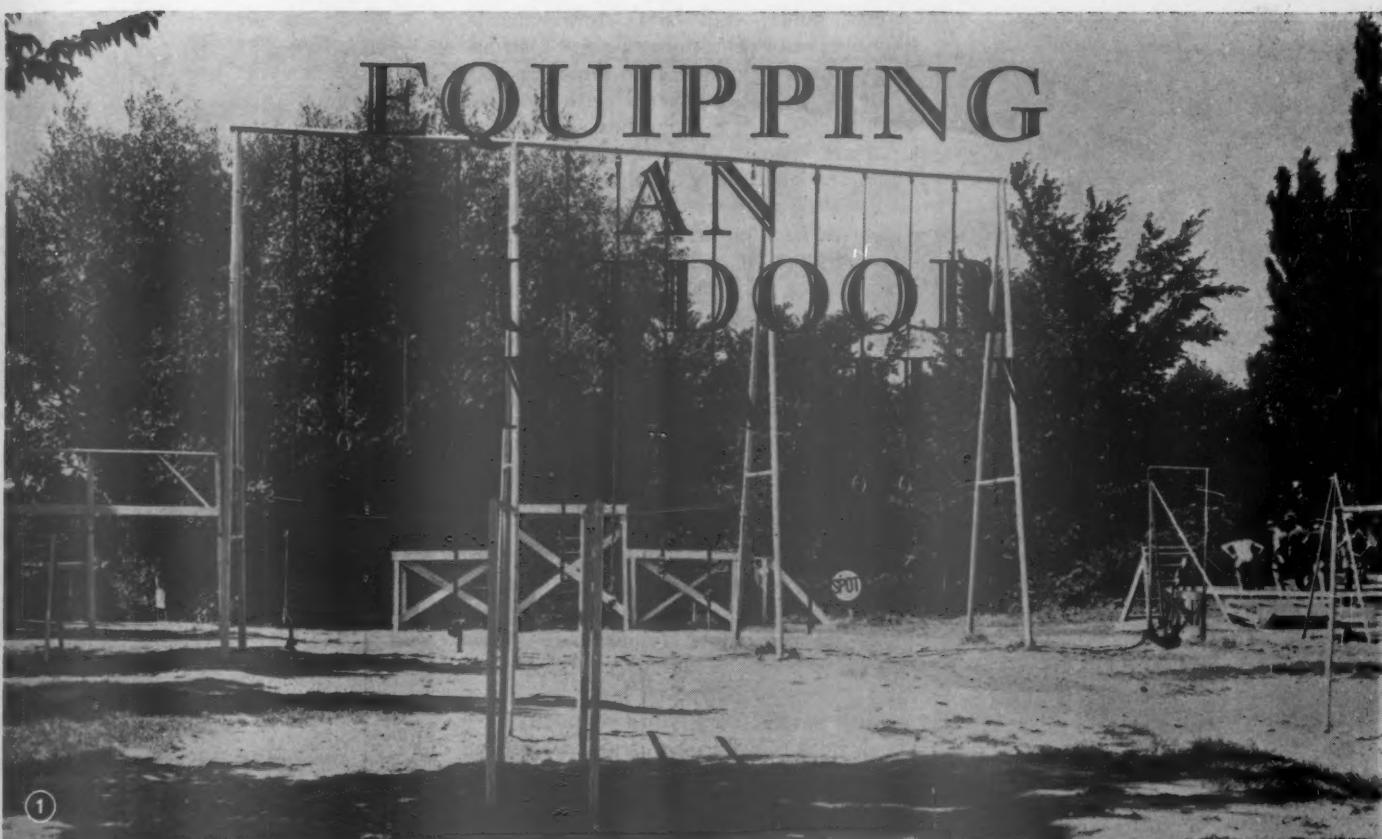
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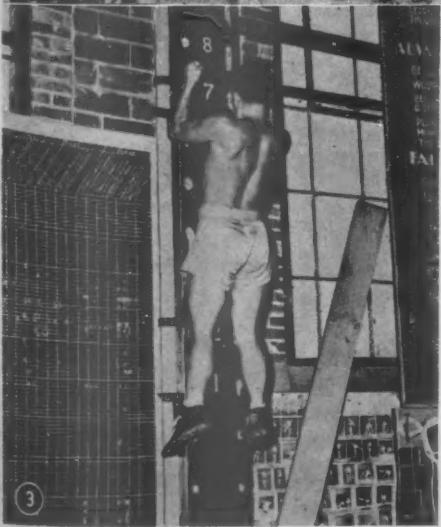
EQUIPPING AN OUTDOOR



1



2



3

*By Hartley Price,
Lieutenant Commander U. S. N. R.
Head Coach, Gymnastics and Tumbling,
U. S. Navy Pre-Flight School, Iowa City,
Iowa. Formerly, Coach of Gymnastics, Uni-
versity of Illinois*

GYMNASTICS should be included in the total program of physical education on an all-year basis rather than on a seasonal basis.*

An outdoor gymnasium may be made at small cost and may be constructed from old pipes, lumber, and tree trunks. Storm boards, agility pegs, peg boards, balance beams of different heights may be inserted into the program with a minimum of expense.

The objectives of the gymnastics and tumbling program include climbing, balancing, tumbling, vaulting, trampoline, and apparatus stunts for developing strength in the hand and support positions. Equipment should be built to further these objectives.

The outdoor gymnasium at the U. S. Navy Pre-Flight School, Iowa City, is complete with the following twenty-nine pieces of apparatus: aero wheels (6), agility pegs, balance beams (6), cargo net, climbing shelf, handstand wall, high horizontal bars (4), low horizontal bars (2), long horse, side horse, inclined boards, low parallel bars, peg board, parachute jumping platform, platform for mats for balancing, light and heavy punching bags, flying rings, vertical, inclined, and hori-

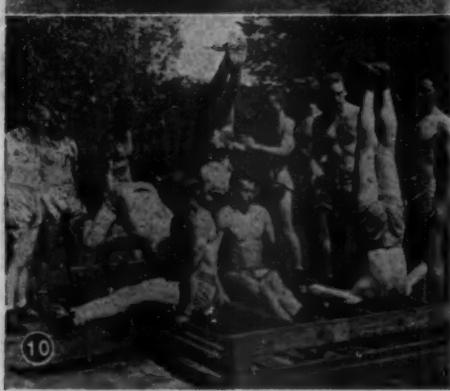
* See also the *Gymnastic and Tumbling Naval Aviation Manual* published by the U. S. Naval Institute, Annapolis, Maryland.



4



5



zontal ropes, stall bars, storm boards, springboard (old automobile seat), swinging rope, trampoline (4), tumbling (60-foot sawdust pit covered with canvas), vaulting fence, vaulting box and weights (2 sets). Almost all of this equipment was made by the cadets. Only two pieces of apparatus required the expense of extra labor and materials, viz., the main frame (Illustration 1) and the cargo net which is built as part of the regular obstacle course. All of the other units were made from secondhand material with cadet labor.

The main structure (Illustration 1) was made out of secondhand pipe, the set-up including eight vertical climbing ropes, 20 feet high, two sets of flying rings, two high horizontal bars and two low horizontal bars.

An automobile seat (Illustration 6), utilized as a springboard for the vaulting fence, is itself an improvisation of the side horse in the indoor gymnasium. Three bucks are available, (Illustration 7), made out of logs supported on legs.

Low parallel bars (Illustration 10) have been improvised from discarded climbing poles.

Regular parallel bars and high bars (Illustration 2) are made out of cast-off pipes welded together.

Innovations in the outdoor gymnasium include parachute jumping platforms (Illustration 14); storm boards (Illustration 8); agility pugs (Illustration 9); peg board (Illustration 3); two 60-foot tumbling mats of sawdust covered with canvas (Illustration 13); swinging rope (not illustrated); high balance beam (Illustration 12); a wooden platform for six 20x5 mats for balancing (Illustration 11); handstand wall (Illustration 4); climbing shelf (Illustration 5). A short description of some of the outdoor equipment follows:

Mats (Illustration 13.) For tumbling, pits were dug about ten inches deep and filled with sawdust. Crank case oil was mixed with the sawdust and covered with canvas.

For balancing, a platform was built close to the ground large enough for six 20x5 mats. (Illustration 11).

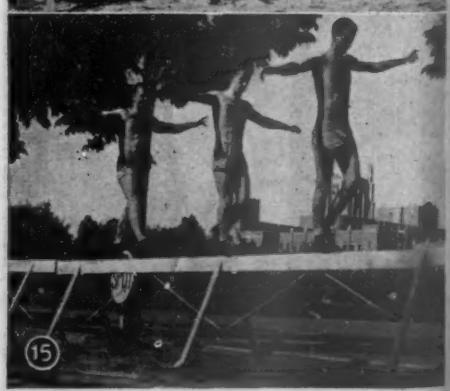
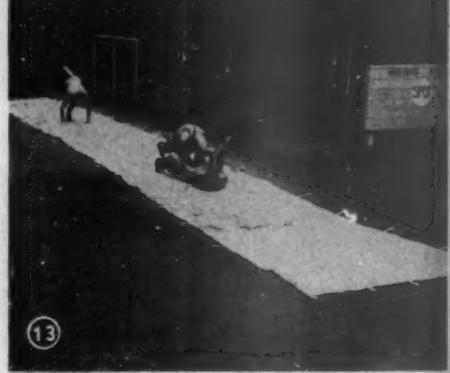
Parallel Bars (Illustration 2). Two-inch pipe in a framework was built to standard measurements regarding height and width.

Buck for Horse (Illustration 7). A tree trunk was cut to size. A series of bucks or horses may be made utilizing a long tree trunk, adding pommels and legs.

Vaulting Fence (Illustration 6). A fence for vaulting is a very satisfactory piece of apparatus for the outdoor gym.

Balance Beam (Illustration 15). Satisfactory balance beams may be made with the following dimensions: Height of beam from deck: minimum 3 feet; maximum, 4 feet; width of walking surface 4 inches. Length: minimum 18 feet; maximum 20 feet. Balance beams should be constructed

(Continued on page 40)



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DIAG

Basic Passing Possibilities From the T Formation

By Harold Swanson

Assistant Football Coach, North Park College

DURING recent years, the T formation has gained increasing favor throughout the country. One of the major reasons, to which this popularity is attributed, is the running possibilities inherent in the man-in-motion feature of the system. The T has great aerial-attack possibilities as well as infantry power. At North Park, where we have used the T as a basic formation since Dutch Sternaman introduced it on the campus in 1936, we have come to realize that the passing threat, as well as the running threat, is a major offensive tool.

Basic to a successful passing game is the handling of the ball in both hands before the pass is thrown. A more effective adjustment of the ball in the hand is achieved in the T because the quarterback, the logical passer in the system, has possession of the ball from the moment it leaves the center's hands. While faking to men driving through the line, he is not exposing himself and the ball to the opposing team as he would, if he were running laterally off the single wing. Unless the passer runs far toward the side lines off a single wing, there is less deception present as he must put the ball under his arm to fake a run, then adjust the ball for the pass. Very few boys can do this effectively in a short, laterally-faked run and pass. The absence of ball exposure in the T permits the passer to dispense with tucking the ball and then recovering his passing grip.

Coach Stuhldreher of Wisconsin suggests a trick which may be useful at this stage, a trick incidentally, applicable to any system. Coach Stuhldreher has the passer hold his left hand up (in the case of a right-handed passer) in much the same position as the sight on a gun. If

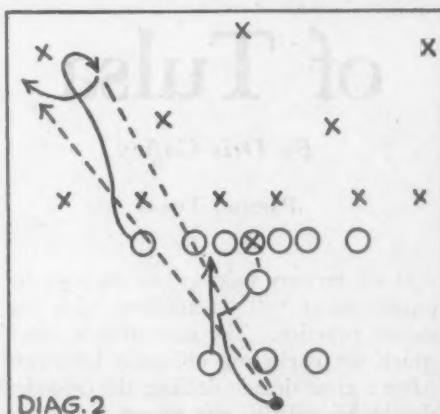
the receiver is being covered from behind on a buttonhook pass, the passer pounds his left hand with the ball once and that becomes a signal for the receiver to continue his loop and the passer tosses as he does so. Diagram 1 shows the half going five yards beyond the line of scrimmage and making his loop toward his left (in the case of a pass over the left side of the defensive line). The receiver manipulates

thus because the line-backer also has flat-zone responsibility and cannot commit himself too quickly. Diagram 2 shows the left offensive end going on an angle toward his side line and making his loop to the right about ten yards deep. Here the defensive half will tend to make his initial movement toward the center of the field as that direction is closer to a direct passing line. In both cases, the alternative throws off the trick signal, are shown by dotted lines.

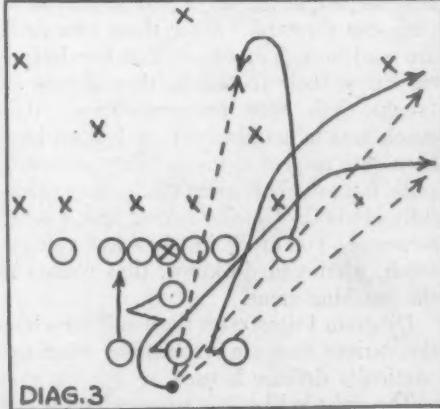
This brings up the question of spotting the receiver. The receiver should be predetermined as the whole principle of the buttonhook pass is based on it. The timing requires a concentration of attention by the passer on the receiver. In fact, except where a particular defensive pass area is to be saturated with receivers (Diagram 3), the principle of "predetermined receivership" should be adhered to. Obviously, the concentration of pass receivers in one area does not require a great shift of vision. In other cases, however, fine timing implies rhythmic concentration.

The double wing-back formation has been crowned the "prince of the power of the air" because of the ready accessibility of the halfbacks to the pass-receiving areas. The wing-backs represented by dotted lines in Diagram 4 are in an advantageous position, indisputably. However, as shown in Diagram 4, the halfbacks in the T are strategically in as favorable a position, due to the deception which they generate with a mixture of quick-opening plays and passes.

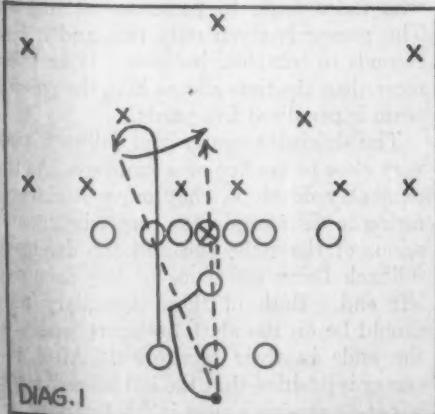
On the other hand, the only effective running threat of the double wing is reverses, which take a comparatively long time to develop. The consequent confu-



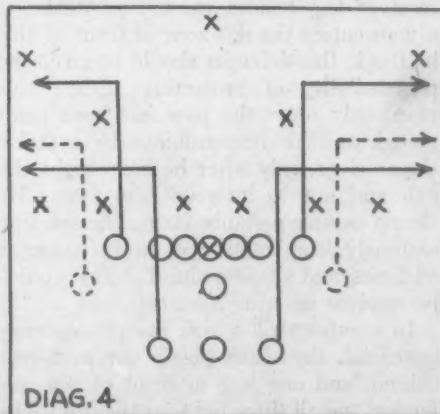
DIAG. 2



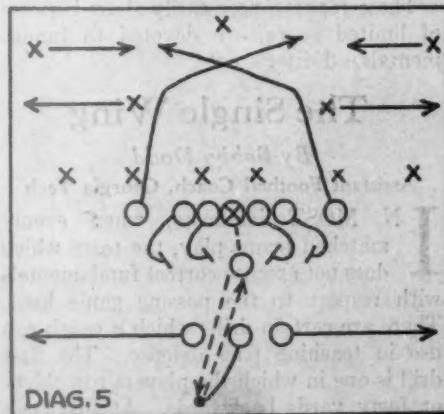
DIAG. 3



DIAG. 1



DIAG. 4



DIAG. 5

sion on the line-backer's part is not so great in the double wing and, therefore, the T is utilizing a greater amount of psychological element in pass efficiency.

A corollary of the aforementioned deception is the increased pass protection. The defensive linemen are primarily concerned with the halves faking through the line. This temporary respite from the on-rushing defensive line is valuable to the passer. This is especially effective in short

and medium passing attacks.

The T also lends itself well to an adaptation of the delayed pass as the quarterback and center are in good position. Diagram 5 shows this development. The offensive linemen fake a step towards the outside, and slightly back, as if to block and then allow defensive linemen to sift through. At the snap of the ball, the fullback retreats rapidly, and the quarterback tosses an underhand pass to him. As the

ends go deep, and cross, to draw the defensive halfbacks back, the passer may fake a pass to either halfback, running directly towards the side lines, drawing the line-backers out of position. The pass is then made to the quarterback who has remained in position with the center as blocker.

The combining of the aerial possibilities of the T with its running power and deception should greatly enhance its value.

Highlights of the Coaching Schools of the Texas High School Coaches Association and the University of Tulsa

By *Otis Coffey*

Pampa, Texas

IN THE September issue, the T formation was ably discussed by Jeff Cravath, University of Southern California and Skip Palrang, Boys Town. These articles were prepared for this publication by Otis Coffey, who was selected by the directors of the two coaching schools to assemble the notes from the lectures given at the Twelfth Annual Coaching School of the Texas High School Coaches Association and the coaching school sponsored by Henry Frnka, football coach at the University of Tulsa.

This month, Mr. Coffey submits brief reports from the lectures, at the Texas Coaching School of the following: Bobbie Dodd, Georgia Tech, on the single wing; Blair Cherry, University of Texas, on backfield play, and Del Morgan, Texas Tech, on line play.

From the Tulsa University Coaching School, Mr. Coffey presents a few fundamental points, as brought out by Homer Norton, Texas A & M, on the double wing; J. S. Brothers, Tulsa University, on the kicking game, and W. S. Milligan on line play.

These reports, necessarily short because of limited space, are devoted to fundamentals.—Editor's note.

The Single Wing

By *Bobby Dodd*

Assistant Football Coach, Georgia Tech

IN MOST instances, when evenly matched teams play, the team which does not execute correct fundamentals with respect to the passing game loses. There are certain drills which a coach can use in teaching pass defense. The first drill is one in which the players run thirty or forty yards backwards. At first, this

drill will be very awkward to the boys, but improvement will be attained with consistent practice. The next drill is one in which the backs run obliquely backward. After a great deal of drilling, the defenders should be able to run about ninety per cent as fast in the ways just indicated, as they can forward. After these two drills are used to such an extent that the defenders know their footwork, they should be taught their zone responsibilities. If a coach gets in a tight spot, as I often have been with respect to my inability to answer some fan's difficult question, he may gracefully evade the issue by saying that it is not *how much* you know, but *how well* you can teach, what you do know, that counts in the coaching game.

Diagram 1 illustrates the zones for which the various men are responsible, when one particular defense is used.

The right halfback is responsible for any receiver deep behind him to his outside. If a man enters the flat zone in front of this halfback, this defender should be given the responsibility of protecting against this man, only *after* the pass has been completed, and his responsibility is to tackle the receiver, only after he has caught the ball and not to intercept the pass. He should assume a stance facing the side line obliquely, keeping his eyes on the passer at all times, and keeping ahead of any would-be receiver entering his zone.

In another drill which has proven very beneficial, the coach places one man just behind, and one just in front of, the defender, and all three fight for the ball. The

ball is thrown at the three and a dog fight should result with everyone trying to gain possession of the ball.

After the defenders have been drilled in *how to run*, *how to take care of their individual responsibilities*, and *how to scrap for the ball*, they are allowed to play touch football to improve their technique in defending against passes. This is a very enjoyable drill for the boys who do not care too much for blocking and tackling. An extra incentive is added at our school by letting the teams play for milk shakes. The assistant coaches join the teams and add a little enthusiasm to the drill. In the spring, the squad is divided so that the linemen are in one group and the back and ends are in another. Touchball teams are formed from the two groups and regular games are played.

The next step in teaching pass defense is to set up a pass defense of two ends, a defensive center, a defensive fullback, two halfbacks and the safety. A skeleton offense is set up and pass plays are used against the defense. Pass plays, in which the ball is passed from the center directly to a back who fades back to pass, are attempted. The passer is given only two and a half seconds to complete his pass. If he takes more than the time allotted him, the passing team is penalized five yards.

The defensive center and fullback play very close to the line of scrimmage. As the pass play develops, they move backward, facing to their inside, the center being conscious of the right end and the defensive fullback being conscious of the defensive left end. Both of these secondary men should be on the alert for short passes to the ends in their territories. After the center is positive that the left offensive end is not to receive a pass in his territory, he

turns his attention to the right offensive end who may come across into his territory. Likewise, unless the fullback is given the responsibility of protecting the flat territory to his outside, he is on the alert for the left end, who may come across, after defending against the right end in his territory. In case the fullback is given the responsibility of defending against the flat territory to his outside, he starts backward just as before, but with split vision watches the passer, the wing-back, and the right end at the same time. If a pass develops in the flat, he covers the play from the inside and deep in his zone. Normally, the fullback and center cover the middle zone, and one of the two ends covers the flat territory. It is very difficult for the passer to hit a wing-back breaking into the right flat. Passes, however, may be completed to the right end in this territory very easily and effectively.

The safety man should be a center fielder on the football team. He should not play any one would-be receiver, but should play the ball wherever it is thrown. In the past, there have been many discussions on whether it is better to have the majority of the men rush the passer, or to have the majority in the secondary pass defense. It is my opinion that it is more important to *defend* than to *rush*. In many instances, the protection is such that it is almost impossible to rush. Then, in most instances, if the quarterback is allowed an exceptionally long time in which to pass, he looks over the field and usually throws to the wrong receiver.

Regardless of which method is the better, it is very important for the team to stress one or the other and not try to stress both. A team should either stress rushing the passer, or stress putting enough men in the secondary pass defense to defend against most any pattern.

Wallace Wade never lets his linemen and backs exchange assignments. Hence, his linemen never work in the pass defense. A team should be familiar with most standard pass patterns.

In practice on pass defense, the three deep men, the halfbacks and the safety, should be placed deep in their territories, in order to show them how easy it is for them to defend against any pass, thrown

into their respective territories. Then, they should be placed shallow and shown how hard it is to cover a man who goes deep into their territory.

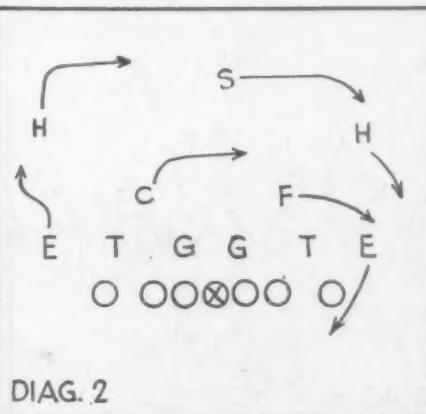
Line play is just the same on passing situations as it is when the line expects a running play, with the exception that the linemen sprint back into blocking position for the interceptor, when the ball has been intercepted.

Diagram 2 illustrates the rotation of the defenders when a running pass is expected.

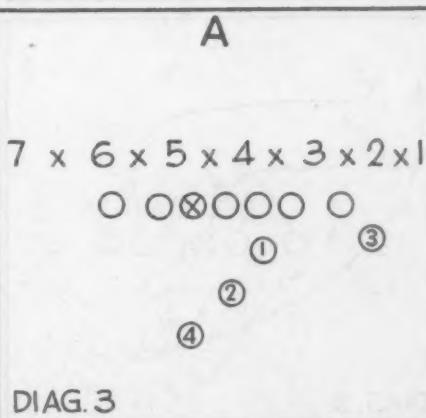
The fullback keeps even with the passer and covers on flat passes. In case the play develops into a run, he is responsible for the tackle.

The left halfback is not responsible for anyone deep behind him. He covers the territory in front of him.

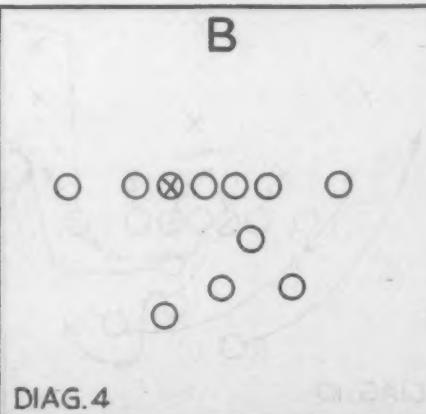
The safety moves over fast into the original territory of the left halfback, and is responsible for the deep man in that territory.



DIAG. 2



DIAG. 3



DIAG. 4

The defensive center moves over to the strong side slightly, and then moves back very slowly. The right halfback moves over and back very cautiously into the safety's former territory.

The defensive right end backs out slowly, and protects the right halfback's original territory as far as fourteen yards back.

Signal System

Diagrams 3 and 4 illustrate two single wing-back formations which we use at Georgia Tech.

We number the defensive holes. Around the defensive left end is number 1; to the left of the defensive left end is number 2; to the left of the defensive left tackle is number 3; to the left of the defensive left guard is number 4; to the left of the defensive right tackle is number 5; to the left of defensive right end is number 6; and around defensive right end is number 7.

Against a five- or a seven-man line, the number 2 and 3 holes are the same.

When we use the "B" formation, indicated in Diagram 4, the number 3 back does very little blocking, but is a very good open-field runner. In this formation, the number 1 and 2 backs are the main blockers. The "B" formation is a very good one to use in running back to the weak side; it is also a strong one from which to run plays wide around the left defensive end.

The formation labelled "A" (Diagram 3) is the one we are using at the present time. Since we might say, we have two tail-backs, the number 3 and 1 backs become the most important blocking backs.

Our backs are taught only two blocks, the shoulder and the body. If our tail-back is a very good runner, we plan our attack so that he carries the ball through every hole in the defensive line.

On one-third of our plays, the blocking back will be in motion, after the ball is snapped in the direction opposite to the path of the ball-carrier.

If the tail-back is weak, we try to let the fullback do a great deal of bucking between the defensive tackles. We, also, have him run a series of plays from the



DIAG. 5

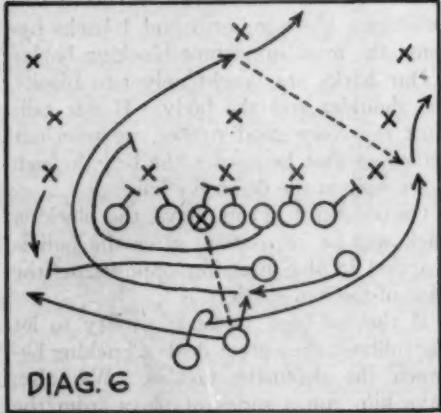
quarter-around series in which he actually gives the ball to the quarterback, or fakes giving it to him, before continuing through the line. We, also, like to have the fullback do much fake bucking at one spot in the defensive line and angling off at a different spot.

A few of our plays are shown in Diagrams 5-12 inclusive.

The Double Wing-Back

By Homer Norton
Football Coach, Texas A. & M.

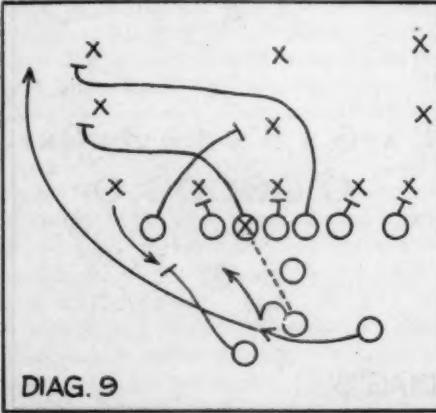
FIRST, I should like to take just a second to congratulate the athletic and administrative officials at Tulsa for sponsoring a coaching school such as this, and for the many other fine things they are doing to promote the development of our youth during a period when we need this service most. If physical development through competitive athletics was worth while ten years ago, it is doubly so at the present time. Almost the entire personnel of those in charge of the physical development of our youth in service was drawn either from the coaching ranks or from the fields of athletic competition. Many of our great athletes are at the front taking the leading role in this great world conflict. These are just a few facts indicative of the importance of the work of those in charge of athletics on the home front.



DIAG. 6



DIAG. 8



DIAG. 9

During the next few days, I shall talk to you about what we do at Texas A. & M. College to develop a football team. I shall not try to "sell" you on our methods, nor shall I encourage you to use any of our ideas. I shall give you the exact methods and systems which we use and find successful. If you find a point or two which will be of value to you in carrying out your program, I shall feel that my work has been worth while. I am sure that I shall get a good point or two to take back with me. I am always looking for better ways of doing certain phases of our work. A coach who wishes to improve and go along with the game will have an attitude of this kind. The person who feels he knows all there is to know about coaching football is headed for a downfall. I learn something new every year; football is just that big a game.

It will be impossible to cover all phases of coaching football during the short time

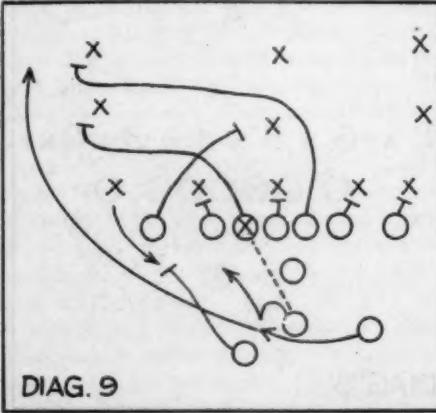
available, so I shall outline some of the more important factors and give you, in a general way, the methods we use in the development of our teams.

Personnel

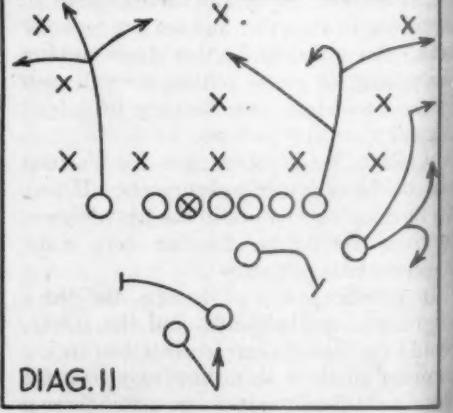
There are several characteristics found in every top-notch athlete. In selecting the personnel for our football team, we look for certain characteristics or qualifications. We first find out whether our prospective football player has a real desire to play the game and to pay the price to become a worth-while athlete. We want to know if he is willing to co-operate with school officials, the coaching staff, and the team. Our men in service who have gone to the European and other fronts tell us that the very first lesson, our fighting men get upon arriving at the fighting front, is relative to co-operative team play. This fact stresses the importance of the thing with which I am concerned here. The boy who is not willing to be a small, but important, cog in a great machine has no place on our squad.

The second factor, for which we look in the prospective athlete has to do with his determination, heart, and "guts." Our team showed in the Sugar Bowl game that they possessed this particular qualification when they overcame a big lead by a great Tulane ball club with only seven minutes to go.

The third qualification is intelligence. The boy who barely passes his courses is a very undependable person to have on the squad.



DIAG. 10



DIAG. 11



DIAG. 12

After looking over the candidates for the qualifications as noted, we think of personality, and those characteristics which have a bearing on a person's relation with his fellow men.

When we are further faced with the problem of selecting our starting eleven, rather than select it by qualifications for each of the positions, we attempt to pick out the eleven very best football prospects on our squad, and fit these eleven boys into the various positions.

In assigning positions to these eleven players, I give consideration in the following order to the center, the quarterback, and the tackles. The center is perhaps the most important man on the team since he is the key to the offense, starting every play. Of almost the same importance is the quarterback who is really the brains of the offense. The two tackles are the keys to the defense and are very important. The other positions are filled by the other seven men. This plan will require the switching of men to new positions, but in so doing, it is better to switch from the center out and from the backfield to the line.

Organization

One of the most important and most difficult problems for a coach to solve is the proper utilization of the available practice time. Many coaches waste, each day, valuable minutes which they could profitably use in teaching tackling, blocking, running signals, punting, passing, or some other phase of the game. At the beginning of the season, I work out a chart showing the portion of practice which I wish used on the different fundamentals for each position. The following chart illustrates the type of chart I use, and the amount of time devoted to each fundamental.

I use this fundamental chart in working out five daily charts for the week. An illustration of a daily chart follows:

Monday

Practice Program

4:15 to 4:30: Drills, passing, receiving, defensive, line men pulling, linemen's stance.

4:30 to 4:45: Backfield and linemen's position play.

4:45 to 5:00: Linemen two-on-one blocking, backfield blocking.

5:00 to 5:15: End and wing-back on tackle, defensive line play.

5:15 to 5:30: Falling on the ball, tackling, interference.

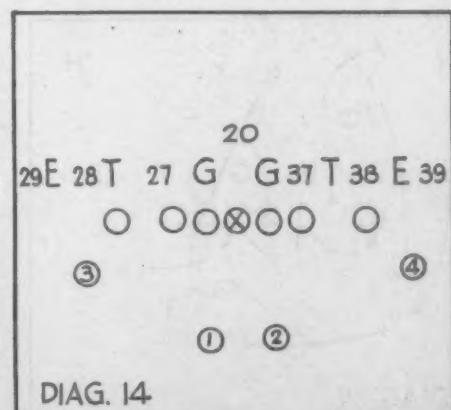
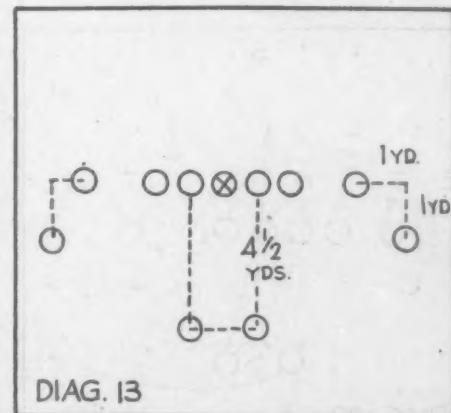
5:30 to 6:30: Team play.

These daily charts will vary as the season gets under way. During the early fall practices the daily charts should be made out with the thought of accomplishing the following purposes: (1) to develop endurance; (2) to develop co-ordination; (3) to harden muscles; (4) to develop

fundamentals. The following chart outlines various exercises and drills which are best suited for the development of each of the above objectives.

Fundamental Chart

Centers	Guards
35 per cent passing the ball	10 per cent charging
10 per cent charging	40 per cent blocking
35 per cent pass defense	40 per cent defensive line play
10 per cent defensive line play	10 per cent use of hands
10 per cent blocking	
Ends	Tackles
40 per cent receiving	10 per cent charging
40 per cent defense	40 per cent blocking
10 per cent rushing k i c k e r a n d passer	40 per cent defensive line play
10 per cent pass defense	10 per cent use of hands
Backs	
35 per cent blocking, interfering, ball-handling	
35 per cent pass defense	
10 per cent blocking for kicks	
10 per cent rushing or holding	
10 per cent for tackling	



1. *To develop endurance:* Take ten-yard starts; go down under passes; do finesses in avoiding tacklers; go down under punts.

2. *To develop co-ordination:* Play basketball; jump a rope; catch passes and punts; do ball-handling drills.

3. *To harden muscles:* Take calisthenics; take grass drills; block and tackle; fall on the ball; do two-on-one blocking.

4. *To develop fundamentals:* Do drills to teach offensive fundamentals of blocking, ball-handling, starting, kicking, side-stepping, dodging, stiff arming, passing and receiving. Do drills to teach tackling.

Offensive Formations

During the past several years we at A. & M. College have been operating off two major formations. Our basic plays have been run off the double wing-back and the box or single wing-back formations. Our primary basic formation during the past few years has been the single wing-back from a balanced line with two tail-backs. The formation is not a strong running formation, but it is a formation from which a fine passing attack may be developed. Strong running plays may be developed if enough pressure is put on the defensive team with the passing attack, the fake-pass-and-run plays, the conversion into the triple wing-back through a man in motion, and with certain trap plays. Changing defenses have done more to make us pass conscious at A. & M. College than anything else. We try to do with our variations of the double wing-back formation the same thing that the T formation does to the defense, keep the opposition from throwing a variety of "screwy" defenses at us to ruin our blocking assignments.

We have found the double wing-back formation relatively weak down in scoring territory. For this reason, we use another formation from which we try to score down inside the opponents' ten-yard line.

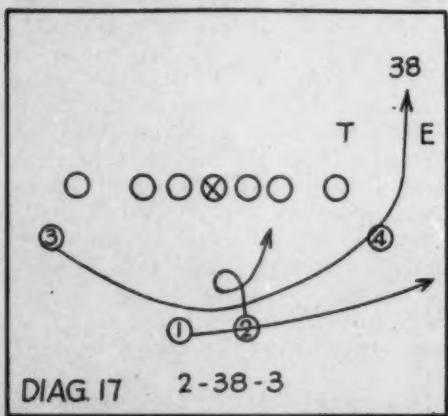
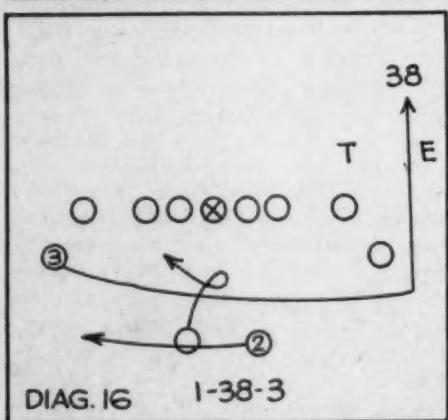
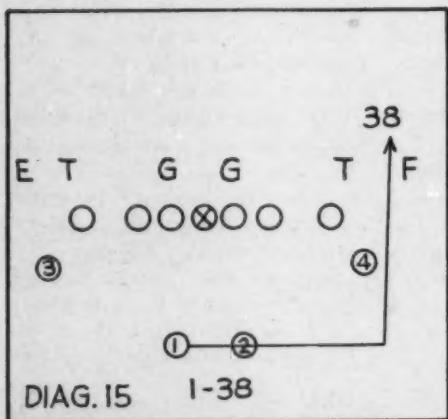
Diagram 13 illustrates the positions of the players when they are lined up in our double wing-back formation.

Diagram 14 illustrates the numbering of the offensive backfield and the defensive holes.

On direct plays, the first number called in the huddle by the quarterback indicates who is to carry the ball and the next number indicates the hole through which the ball-carrier is to go. If the signal is 1-38, the ball is passed to the number 1 back who carries it through the 38 hole (between the defensive left end and tackle).

If the first back hands it off to another back who carries it through the line, the signal is given in this manner: 1-38-3. The ball is passed to the number 1 back who hands it off to the number 3 back, who carries it through the 38 hole. In this

manner several plays can be executed through the same defensive hole with very little, or no, change in blocking assignments.



Diagrams 15 and 16 illustrate the two plays just mentioned.

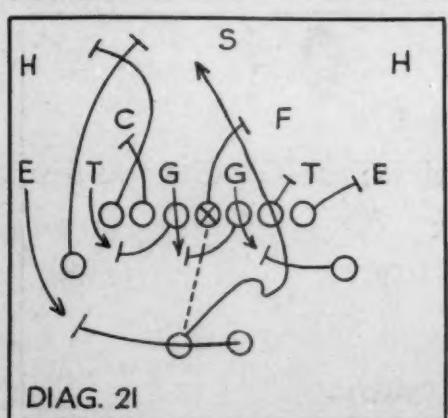
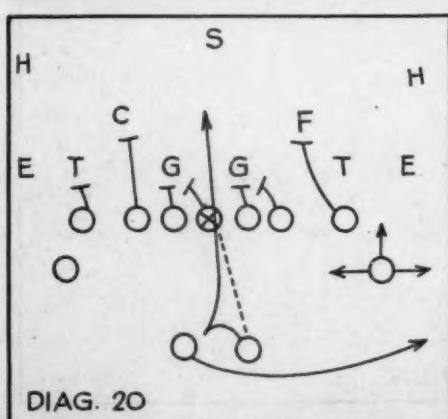
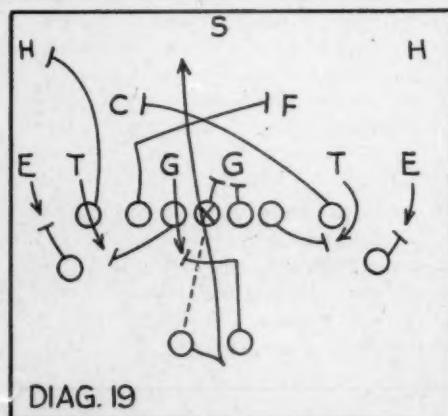
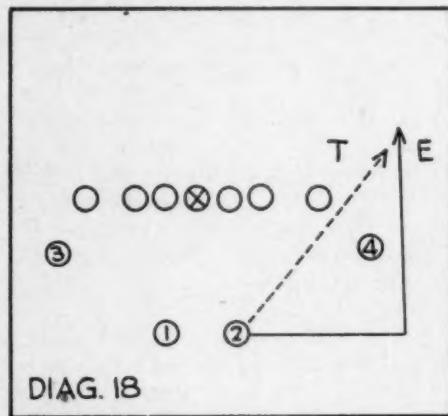
In Diagrams 15 and 16, the number 2 back was put in motion to the left; he may, also, be put in motion to the right, or the ball may be passed to the number 2 back who may fake to the number 1 back, before handing it to the number 3 back.

The number 2 man may be called to run the ball through the 38 hole on a cut-back, or a slant play as shown in Diagram 18.

As indicated by the four diagrams, every hole in the defensive team may be hit in four different ways. If we find a weakness in the defensive team, we try to hit that spot from as many different angles as possible. We start out by using double teaming on key defensive men, but when-

ever any blocker finds that he can handle a defensive man alone, he lets this fact be known to his team mates, and the man with whom he teams is released into the secondary.

After we have attempted to "power" defensive men out of position, we trap



both to the inside and outside. Besides attacking the defensive team in the manner mentioned above, we fake passes and runs, and throw screen passes.

Diagrams 19-23, show a few of our plays.

Backfield Play

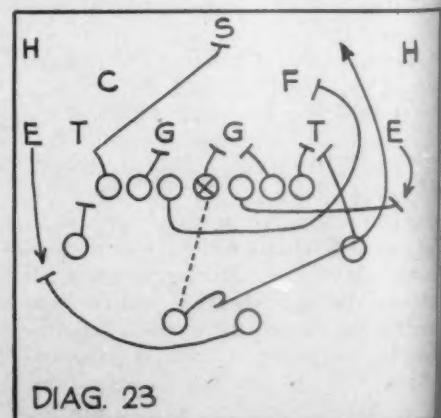
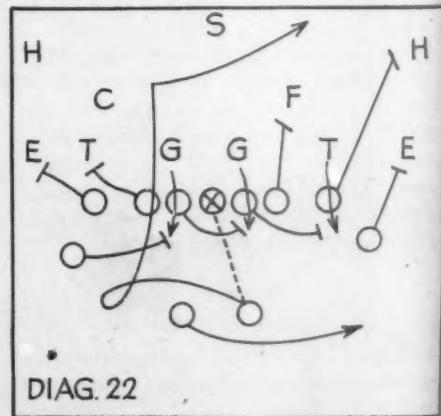
By Blair Cherry

Backfield Coach, University of Texas

(From the Texas Coaching School)

MY DISCUSSIONS will be limited to backfield fundamentals which are adaptable to the single and double wing-back formations. One of the most difficult tasks we have to perform, in coaching football today is the selection and placing of players. In normal times, a coach knows something about his players before the season starts. Since most of the players on a college ball club today are made up of service men, the college coach never knows very much about his men until his first week of fall practice. He is, therefore, faced with the tremendous task of selecting his very best eleven players and trying to place, or assign them to the different positions.

There are certain qualifications of a good back, and we are always searching for players with these natural talents. In selecting our backfield men, we are looking for boys who have "brains," speed, "guts," motor co-ordination, courage, aggressiveness, and an unselfish attitude



toward the team. It is more important that we place men with these primary requisites at the key spots in our backfield.

Blocking

After we have selected the men with the qualifications, which we believe will make them good backs, we are faced with the enormous task of developing the different skills and techniques necessary for the execution of perfect fundamentals.

The two fundamentals which should receive more attention than any other are blocking and tackling. Blocking is the foundation and essence of all offensive football, while tackling is the essence and foundation of all defensive football. A player who is fundamentally perfect in shoulder blocking is usually a very good tackler. The head-on tackle is executed in exactly the same manner as the shoulder block, except the tackler may use his hands and arms.

Double Teaming on the Defensive Tackle

The primary basic play of the single wing-back formation is the play between the defensive left end and the defensive left tackle.

The right end is given the responsibility of staying in front of the defensive left tackle, and the wing-back puts on pressure from the flank to move him laterally to the left. As the defensive tackle is started laterally, both the wing-back and the end follow up quickly, turning him to one side and out of the path of the ball-carrier.

The stance of the wing-back should be a comfortable one with his feet on a line parallel to the line of scrimmage and comfortably spread, and with his knees as wide apart as his heels. His right hand should be on the ground, but with the weight of the body on the balls of his feet.

The right end should step toward the defensive tackle with his right foot in establishing contact. The wing-back will normally step with his left foot and follow up with a hard-driving charge with his right as he executes a hard left shoulder block in turning the tackle laterally and moving him away from the path of the ball-carrier. If the defensive tackle takes a somewhat wider position the wing-back may have to step with his right foot first, then take a step with his left before turning him down with a left shoulder block. If the defensive tackle plays in such a position that it is difficult to take him in, the wing-back should indicate this fact to the quarterback who should call a play inside of his position.

Blocking the Defensive Left End

The other key man to block on the basic play from the single wing-back formation

is the defensive left end. The man assigned to block this man is the blocking back.

The blocking back should approach the defensive end by taking a course very close to the line of scrimmage. If he is stationed more than one yard behind the line of scrimmage, he should take a step forward before going parallel to the line and toward the defensive left end. His path should be just as close to the line as possible, and still not be interfered with by the offensive linemen.

There are three types of ends which the blocking back will meet during the playing season, and often in one game. One type of defensive end play is that in which the end crashes in close behind the offensive line, diving into the heart of the play, and trying to pile everything up before the play becomes organized. The second type of defensive end play is the one in which the end steps forward about three paces at almost a right angle to the line of scrimmage, meeting the interference with the inside foot advanced, and with his hands out in front of him, trying to prevent any wide gains and turning all plays inside of him. A third style which the blocking back will meet is the one in which the end advances three paces, and upon meeting the play as it develops to his outside, immediately fights to the side line by crossing his inside foot over in front of his outside one, fighting off the interference, and trying to run the ball-carrier deep into the backfield and out of bounds. The blocking back should be given practice in blocking all three types of ends.

If the end is smashing close behind the line of scrimmage, the blocker will have to move him with a shoulder block. The blocking back should go straight at the end's original position and use a left shoulder block with the head and neck between the ball-carrier and the defensive man. If the end uses either one of the other two types of defensive end plays, he will be in deep enough for the blocker to use a hard shoulder block and pivot into a high body reverse block. If the end comes into the offensive backfield deep enough, it will be necessary for the blocker merely to screen him off with a reverse body block. It is always best to have the end start at the defensive end, as if he were to block him on the line of scrimmage, because that is the most difficult position to block.

Individual Blocking

In many instances, blockers are asked to block defensive men individually. One of the basic plays of the single wing-back formation is the play wide around the defensive left end. The assignments of the right offensive end and wing-back call for individual blocking. The end is given the assignment of blocking the tackle, and the

wing-back is assigned to the defensive end. In both cases the offensive blockers should fake shoulder-blocking the defensive men outward, and apply cross-body blocks, blocking the defensive men to the inside. The tail-back is also given an individual assignment in blocking the defensive right end in on deep reverses. The tail-back should drive straight at the defensive end, faking a shoulder block before applying a cross-body block. In any case, when a cross-body block is used in blocking an end on an off-tackle play or an end run, the blocker should run close to the defensive end, with his inside foot placed very close to the opponent, and throw his body across the opponent's waist, placing his shoulders and hand on one side of the opponent and the inside knee on the other side. The hips should be snapped hard against the opponent as contact is made, and contact should be sustained by the blocker supporting himself on his hands and feet and "going with" the defensive man, always keeping between the opponent and the path of the ball-carrier.

The Kicking Game

By J. O. Brothers

Backfield Coach, Tulsa University

(From Tulsa University Coaching School)

WHEN teams are evenly matched, the punt is frequently used more than any other play. The Seahawks punted twenty-four times in one ball game last season. The average number of times that a team punts during a ball game is thirteen. One can arrive at a conclusion concerning the importance of this particular phase of the game, when one realizes that the average number of plays run by an offensive club is fifty-eight. We have lost only four games during the past four years, and each loss was a result of some phase of the kicking game.

In some instances, the kicker gets credit for a blocked punt, but, as a matter of fact, most of the blocked punts result from bad or slow passes from center. In timing a kicker, consideration should be given the speed with which the ball is passed back to the punter.

Fundamentals of Kicking

If we are fortunate to have a boy on our ball club who is able to get accuracy, distance, and timing we do not make any major changes in his punting form. It does not make a great deal of difference to us whether he uses two or three steps, if he is getting his kick off in two seconds from the time it leaves the center's hand. We are more interested in getting a nice high kick, that the ends can cover and prevent

(Continued on page 27)

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Umpired Competition

WHEN the history of this war is written, the records will show that many thousands of school and college coaches served with the armed forces. For every coach who joined the army, navy and marine corps there were many times that number of athletes who followed their example.

We are not asserting that the athletic men should be given credit for winning this war, nor do we imply that the many million boys, who had not been in athletics, have not fought nobly and with distinction. We are simply mentioning the fact that the athletic boys and men of the country accepted their responsibility and gladly entered the service, many of whom have paid the supreme sacrifice.

While we believe that athletics have more than justified themselves by the actions of the men who have fought on the various battlefronts and who, otherwise, have served their country, we would like to call attention to another factor that has had much to do with making America great. We have frequently called attention to the fact that the philosophy of the playing fields has helped to shape the philosophy of America.

Further, we have on other occasions called attention to an American tradition which we chose to call "umpired competition." It is not our purpose to dwell at length on the value of competition in business and in most everything else in our country. We need not again enlarge upon the fact that when the Japs struck at Pearl Harbor we were, for the most part unprepared for war, and yet in less than three years our industries have turned out more planes, tanks, guns and ammunition than anyone before the war thought was possible to do. Our farmers, in spite of a shortage of help and machinery, have performed the impossible in the production of foods. Our people generally have denied themselves things that were considered necessities in their lives before the war, and with the money saved, have bought billions and billions of dollars worth of bonds. Certainly, the people, who a few years ago did not think this was a great country, must by now have changed their minds.

What we are leading up to is this, that throughout the world there is a trend toward a form of living which is the opposite of that type of living that is encompassed by the words "umpired competition." This other form of life is generally designated Communism. The leading communists unanimously agree that personal property rights and inheritance rights should be disallowed. Leaders of this cult believe in the levelling down process and do not believe in competition.

Athletics, on the other hand, are based on, and conducted in accordance with, the belief that the individual should be permitted in all his walks of life to go as far as he can, provided he does not interfere with the rights of others. No man, who has ever been connected with athletics, and has given any serious thought to the meaning of the underlying tenets of sports, will agree that the boy who has paid the price for victory should be denied the victor's award, so that the prize could be handed to someone who had not been willing to struggle, train and sacrifice in the same measure.

If this foreign philosophy which is sweeping Europe and which is being subtly interwoven in our national fabric is rejected by the American people, it will in part be, because in athletics we believe that we should not attempt to hold the speed of the fastest runners to that of the slowest.

A Relief From Attacks on Athletics

SOME years ago a well-known sports writer wrote an article which appeared in a national magazine entitled "A Magnificent Valedictory-Farewell to Football." Later another sports writer presented in a national magazine an article "Farewell to Amateurism."

While the sports pages are filled with the glowing deeds of athletes in action, we may continue another year to enjoy relief from attacks on our athletic systems. We should be ready to meet the attacks that some day will again be made.

Since articles such as these may give a false impression regarding amateur athletics in the colleges, some comment concerning them may be in order. The main objection to the thesis presented in the second mentioned article is that the author has generalized from insufficient data. Further, we were taught in school that, if a premise in a syllogism is false, the conclusion will likewise be false.

Mr. Williams, the author of the article in question, starts with a false premise. He states, "Most athletes are subsidized today in all lines of so-called amateur sport." If he had said that many so-called amateurs are subsidized, there could be no disagreement with his premise. There are many thousands of boys who play college football each year. No one who knows anything about college football, certainly would insist that the majority of these boys are subsidized. There are several million young men who annually play on school and college basketball teams. Without doubt some of them are subsidized, but if anyone contends that the majority

are professional players, he at least should present the proof.

Mr. Williams maintains that some of the tennis stars are not amateurs and therefore would have us believe that most of the tennis players are professional players. He insists that the men who compete in the indoor A.A.U. championships had their expense accounts and therefore, by implication, suggests that college track and field athletes are for the most part subsidized. He states that the men who play in the eastern amateur hockey league draw weekly salaries ranging from \$35.00 to \$50.00. This may be true but that does not mean that the great majority of hockey players likewise receive salaries for playing.

It may be human for us to reason that, if some bankers have been sent to the penitentiary for crimes committed in connection with their banking enterprise, therefore, the majority of bankers should be behind prison bars, but such reasoning is not logical. We can hardly insist that, if two or three stockbrokers carry on personal speculations with other people's securities for collateral, therefore, all brokers follow this nefarious practice. Neither can we expect rational people to believe that, because some athletes are subsidized, therefore "most athletes in all lines of so-called amateur sport are subsidized."

Where Do We Go From Here?

IN answering a communication which raised the question, "Where do we go from here?" Glen Rose, director of athletics, University of Arkansas, writes, "In reply to your inquiry on the subject where do we go from here, when World War 2 is over, it is of utmost importance that the boys of the country should have the means for recreation through athletics continuously presented to them. It was a big mistake after World War 1 to slide back into a soft way of living and it is probable that the same mistake will be made after World War 2. People will have more money to spend, more hours for leisure, and more cars to ride in. There will be a big need for athletics as recreation, as well as athletics for health's sake.

"Competitive athletics between schools is the best means of motivating the sports program. Interest should be aroused by intercollegiate and interscholastic athletics, and through this means every possible person should be induced to participate in some form of physical training for himself."

Back in the days of soft living, that is, after World War 1, to which Mr. Rose referred, Dean Ince was quoted as follows: "Everywhere we go, we find the attempt to make life safe, easy and fool-proof."

Dr. Staley has pointed out that, during the period of soft living, college students showed a tendency to participate more and more in the sports that required a minimum of effort and hard work.

What will be the attitude of our youth and of those who direct physical training for youth toward personal contact and other vigorous sports after this war? These matters demand consideration.

The T Formation

IN THE early days of football, someone invented what was called the "flying wedge." This was one of the first offensive techniques which endured, by the way, until barred by the rules. Later, there was the "guards-back" which was a power play and quite general in use. Pennsylvania, with three great football players—Hare, Outland, and McCracken—as the main factors in this play, made the "guards-back" famous. Following this play, some of the coaches developed the "tackles-back." All of these plays were out, however, when the rules committee, in an attempt to open up the game, required that there be seven men on the offensive line of scrimmage.

Almost from the beginning, there was a formation which was, in the early days, called the "regular" formation, but which, in modern parlance, is nothing more than the T formation.

Back in 1909, Dr. Harry Williams, of the University of Minnesota, developed an offensive formation which has since become known as the "single wing-back." Practically three-fourths of the coaches in the country, as soon as they learned of the success that Minnesota, and later Yale, had with this formation, adopted the single wing-back.

In the early 1920's, Knute Rockne was coming into prominence at Notre Dame, and his formations were copied, very largely, by the coaches in the high schools and colleges of the country.

Fielding Yost popularized what was known as the "short punt" formation, and a great many of the coaches adopted this style.

Later, Glenn Warner had success at Stanford with the "double wing-back" formation, and, for a number of years, practically every coach in the country used the double wing-back as a basic play or, at least, as a modification of his basic play.

In 1939, Clark Shaughnessy revised the old T formation and had phenomenal success with it at Stanford University. Others had, through the years, made use of this formation, but it was left to Clark to glamorize the play and to demonstrate what could be done with a sound formation, great material, and an excellent coach.

Today, the T formation, in the minds of most people, is a formation which has possibilities that other formations do not have. The defense, however, always catches up with the offense, and while, today, it is the T formation, tomorrow it will be something else. The coaches are inventive individuals. Every coach is trying to figure unstoppable plays. Some plays, from the T formation, will, no doubt, be uncovered this year that never before have been discovered. Tomorrow, perhaps, some new formation will catch the attention of the American people. We are not attempting to talk down the T formation. It has been used more often than any other formation since football began. Today, it has been perfected far beyond what it was in the early days. More power to the football geniuses!

The Basis of Athletic Success

By Clifford Wells

Basketball Coach, Logansport, Indiana, High School

*I will be a good student;
I will have a good attitude;
I will fight gamely;
I will be obedient;
I will co-operate at all times;
I will train faithfully;
And do my very best, as if
Everything depended on me*

In order to give all the candidates for athletic teams a condensed idea of the qualifications of an athlete, I will endeavor to point out the fundamental essentials of an athlete and to set forth a few rules which are to form the basis of athletic success.

First of all, to be a high school athlete, you should be a good student. You must pass your academic work before you can compete; always remember that you are in high school, primarily for an education, and you must keep in mind that athletic practice and competition are a means to a great end, and are not in themselves the goal.

I have always impressed my athletes with the fact that the proper mental attitude is more essential than natural ability. In order of importance the major qualifications for athletes are: (1) brains; (2) mental attitude; (3) courage; (4) obedience; (5) determination; (6) co-operation.

The first two are absolutely essential and must be possessed by the average athlete. The "star" athlete possesses all, but the physical marvel without the above qualifications cannot possibly become a first-class competitive athlete.

Sixty per cent of the success of an athlete, or of a team, is the courage and spirit that they put into their efforts. The best-coached team in the world without courage and spirit will fail. First of all, therefore, the coaches search through the squad for the men who possess this absolutely necessary essential. It would be a waste of time to work on the others. We do not want men on the varsity who will lie down, bravely to die, but we want men who will fight to live. By this we mean, that we do not care for the man who is willing to take a beating, but we want the man who will fight every second to win and who will never admit defeat.

*"A winner never quits
A quitter never wins"*

It will be to your advantage to show an aggressive fighting spirit the moment you step on the floor or field. The coaches know that their efforts will not be wasted on a man with aggressiveness and the will to make every opportunity count.

"As you practice so you play in games"

You all know how impossible it would be to get satisfactory results from an army of even good fighting men, if they lack discipline or willingness to obey their commanders. So it is with a team. You all may be fighters, but unless you are willing to follow the coach's instructions in a good spirit, it will be impossible to get the best results.

"A heel never toes the mark"

The coaches and the players should co-operate. They are working to accomplish the same object—a successful season. It is not likely that your coaches will ask you to do anything that will not be for your good, for the good of the team and the good of the school. Your coaches are men who are trained in humanities as well as in athletics. They require loyalty on the part of their athletes. Your coaches will be loyal to you. Confide in your coach and tell your troubles to him. Don't be a "cry-baby" and talk to everybody but the right man—the coach.

"I would rather have less ability than less loyalty"

Sometimes the work might become tiresome and monotonous, but you must understand that drill in the different departments of the game is a necessity in order to perfect the execution without which success is impossible. The satisfaction of going through a successful season will far outweigh the little lapse into discontent you might have to endure during the drill season. So do your very best to carry out the coach's orders in a conscientious and obedient spirit.

"Work wins"

Basketball is a hard game, and requires a man's best physical condition. The training rules should be observed in the strictest sense. Any man who does not live up to them is unfair to the team, the coach, the school, and, most of all, to himself. Such men will not be allowed to remain in a squad of honest, conscientious candidates and, of course, will be dismissed.

"Cleanliness of mind and body is the first secret of building a great team. No team can be a winner that does not observe the rules of clean living. The world loves a winner, but the world wants victory with honor."

The fighters who are obedient to instructions and to training rules, who will make the fastest progress, are the men who are best able to concentrate upon their work. Common sense tells you how much more thoroughly and how much more quickly you can accomplish anything, if you concentrate upon the thing

at hand, than if you allow your mind to wander, and allow outside matters to enter into your thoughts.

"Shut the door on all things that keep you from doing your very best."

A concentrated mind can absorb twice as much, twice as thoroughly, in a given time, as can be absorbed by a "distracted one. So keep your mind on your work and pay attention to the coaches when on the floor. If you have some weakness, which is pointed out by a coach, study the situation yourself and exercise every effort to remove it. Remember practice makes perfect. Too often have I seen good fighting athletic men fail, because they are not in there drilling, or have periods of absent-mindedness. The coaches seek out the men who absorb and profit by instruction, men who can concentrate.

"You learn what you live"

Oftentimes a "green" candidate will become discouraged and feel that it is impossible for him to make good, but here is the place to inject in him that spirit of dogged determination and resolution to conquer in his work.

"If courage goes—all goes."

A fighter willing to obey intelligent instructions with a concentration of mind and the determination to overcome every obstacle in his path of progress, can not possibly be denied.

So let every candidate have it well-grounded in his mind that hard work will help him make a place on the team. The men who have not this determination are only in the way and will be dropped from the squad. The men who have the *will-power and determination* will also have success.

Every boy coming out for basketball must feel that he is not coming out for selfish gain so much as he is to help produce the best possible team to represent the school. Basketball is a game of self-sacrifice for the common good, of willing subordination of selfish motive and individual ambition to the cause of a team. The team that goes on the floor does not represent only the five men who make up its personnel, but every one who has had a hand in its making. Therefore, you should co-operate in a most harmonious manner in developing the team. There will be individual honor for each team member if the team wins, and there is far more honor in being on a winning team than in being the "star" on a losing team.

"All for one and one for all."

Boost everybody else. Encourage the fellow trying for the same position as you are; at the same time do everything pos-

(Continued on page 26)



ALWAYS IN THE

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for OCTOBER, 1944



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DAIG

Suggestions on Basketball Practice Routine

By Lieutenant Nelson W. Nitchman, U. S. C. G. R.

Basketball Coach, U. S. Coast Guard Academy

AS STATED in the preceding article, after a careful analysis of the manner in which each new aspirant for our team handles fundamentals and reacts in scrimmage and team continuity drills, we cut our squad. From that point on we have all squad members shoot free throws as they report daily for practice. The lads, who for the most part will play regularly, shoot their free throws at the baskets used for games. The coach moves among free-throw shooters daily and checks on individual weaknesses. The past two years, we have made a careful study of our boys' free-throw shooting. Many boys who originally shot overhand not too successfully have been changed to the underhand method with which technique they have been far more successful. By the same token we have changed some boys from unsuccessful underhand shooting to successful overhand free throwing. In one instance, a boy who was inconsistent in both was changed to one-hand shooting, which, incidentally, he did well from the floor, and his weekly game averages went up 35 per cent. Weekly charts are kept to

check on free-throw shooting abilities. Greater attention is then generally paid to boys with low averages. Each day our boys work in pairs on a competitive basis, shooting about thirty-five or forty free throws at one of eight available baskets.

When their free-throw shooting has been completed, the boys at their respective baskets turn to set shooting. In set-shooting drill, we simulate game conditions in small measure by again having them work in pairs. The man in defensive position "ships" the ball out to the man who waves to disconcert the shooter. We vary this drill on some days by permitting the shooter the opportunity to fake a shot and dribble around an overly aggressive guard. In our preseasional work we spend quite some time on individual maneuvering against defensive moves which our boys are apt to meet. If we work in three groups of five we generally use candidate managers to commit the defensive errors upon which we wish the boys to capitalize. The drills that are used are shown in the Diagrams 1 and 2.

Diagram 1 shows a left-right feinting against a guard who plays to deflect or intercept. We also work on right-left feints.

In Diagram 2 the ball-handler in reverse position feints a drive through the middle, reverses to the outside for a dribble in against the guard who committed himself on the initial fake.

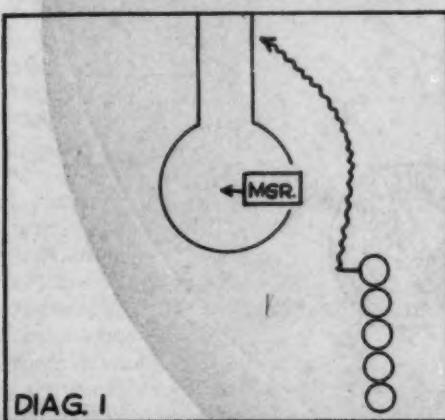
In Diagram 3 the manager attempts to intercept a pass feinted by 01 to 02. 02 changes direction to the rear of the manager and is fed by 01 for a lay-up. 03 and 04 pair up to function against the manager the same way.

In Diagram 4 the manager watches or chases the ball after 01 passes to 02. 01

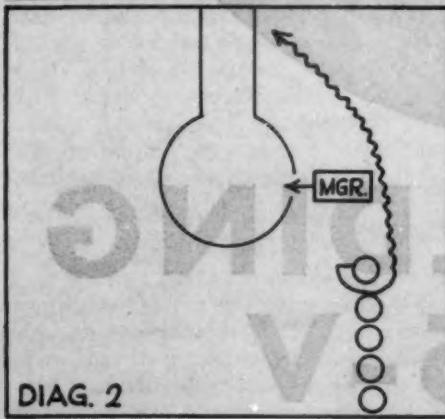
starts as if to follow his pass and changes direction behind the manager to get a return pass from 02 for a lay-up.

Diagram 5 shows 02 breaking from the basket to the passer. The manager crowds 02 when 01 feints a side-line pass to him. 02 rolls to the outside as the manager risks interception and 01 feeds him for a lay-up.

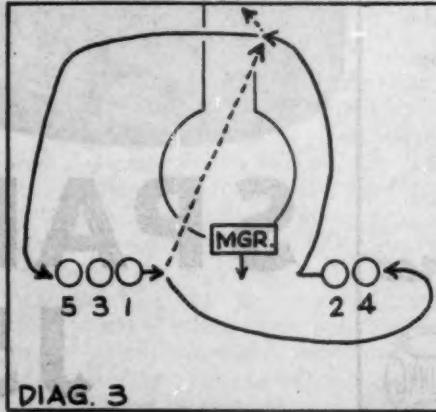
It is in the second week of practice that we concentrate on the drills in individual offensive tactics with lay-up shooting. Periodically thereafter, we insert one or another of the preceding drills in our daily practices, but, by and large, our lay-up drills are now set up as a part of our regular offense. Our instruction in fundamentals ceases to be distinctly apart from the schooling of the boys in team play. The lads now learn the footwork, ball-handling, and shooting in their proper relation to the style offense we are using. If we have a fifteen-man squad, we use three groups at three baskets and operate independently or competitively. A basic drill upon which we rely is shown in Diagram 6.



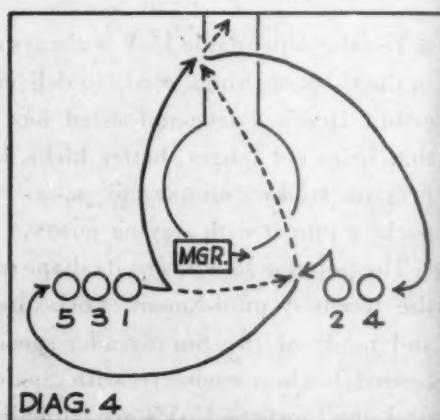
DIAG. 1



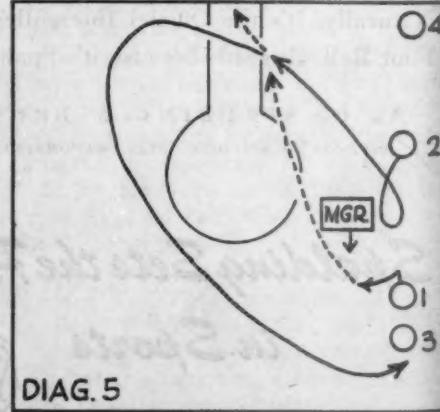
DIAG. 2



DIAG. 3



DIAG. 4



DIAG. 5

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4	
5	
6	

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3	
4	
5	
6	

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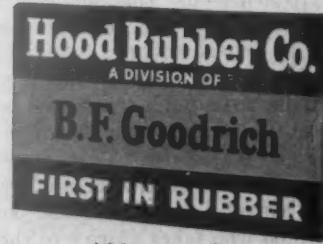
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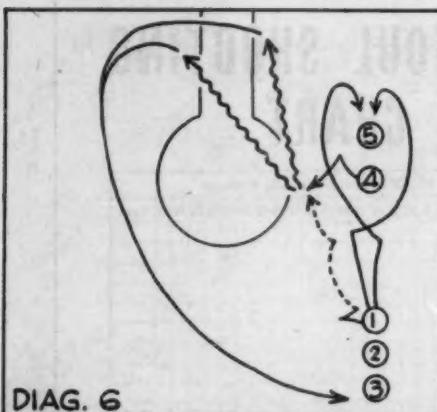
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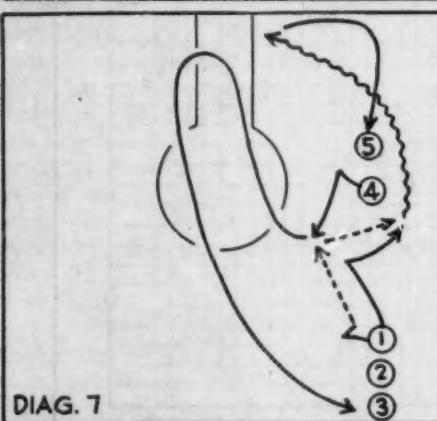
City...

State.....





DIAG. 6



DIAG. 7

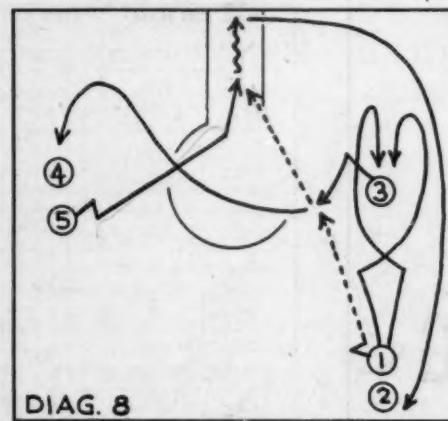
In this drill each group uses two balls with 01 and 02 originally in possession. 01 feints a pass toward the middle and bounce-passes to 4 who has faked toward the basket and comes to meet the ball. 01 screens to the inside or outside while 4 feints in or out accordingly and dribbles in to the near or far side of the basket for a lay-up. 02 and 5 work similarly after 4 has cleared and after 01 replaces 5. After his shot, 4 "ships" the ball to 3 who in turn pairs with 01. This drill obviously may be worked from both sides of the floor. The next day we may vary this drill by using the one shown in Diagram 7.

01 fakes a pass into the hole and bounce-passes the same way to 4 who feints a break to the basket, then meets the ball. 01 feints a drive down the middle and takes a flip pass from 4 who has feinted a dribble across the middle. 01 dribbles in for a lay-up while 4 turns inward for a follow-up. Four falls in behind 3; 01 falls in behind 5 with whom 02 now pairs. Another version of this drill used to provide variety is to have 01 return-pass to 4 for a double-up play.

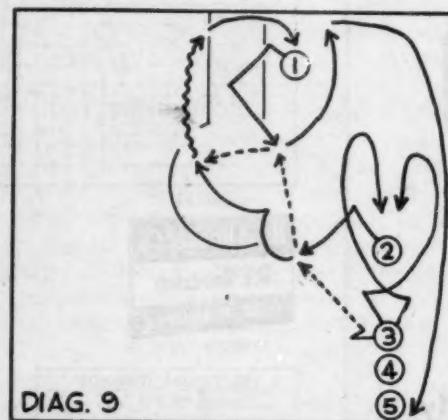
We frequently use three-man drills involving an outside man and two side-line men or an outside man, a side-line man and a pivot man. Valuable time has been saved and more rapid learning has resulted from the use of the drills shown in Diagrams 8 and 9.

The balls are in possession of 02 and 01. 02 fakes a pass down the middle, bounce-passes to 03 who fakes a drive to the basket and meets the ball. Optionally, 02 may screen inside or outside; 03 may fake

a return pass to 02 and relay the ball to 05 who maneuvers and cuts as shown in terminating his action by taking a lay-up shot. 03 follows his pass for a follow-up, or double-up play. 02 immediately teams with 01 as soon as 05 clears, 01 feeding 04.



DIAG. 8



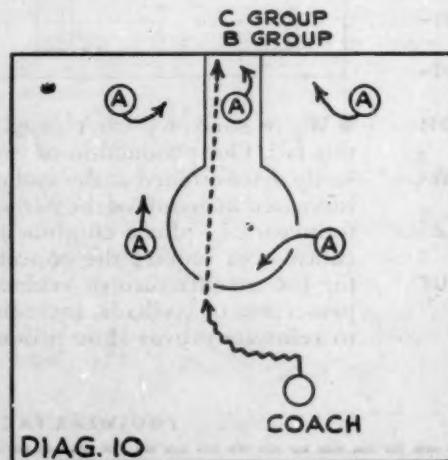
DIAG. 9

ble-up play. Sometimes we have 1 fake a return pass to 2 and reverse with the ball to penetrate for a lay-up or to work a double-up with 2. Another supplement is created by having 2 fake a drive to the left beyond 1 and break back to the right around 1 for his return pass.

Progressively we substitute four and five-man drills for these two and three-man drills which consume this portion of our allotted practice time.

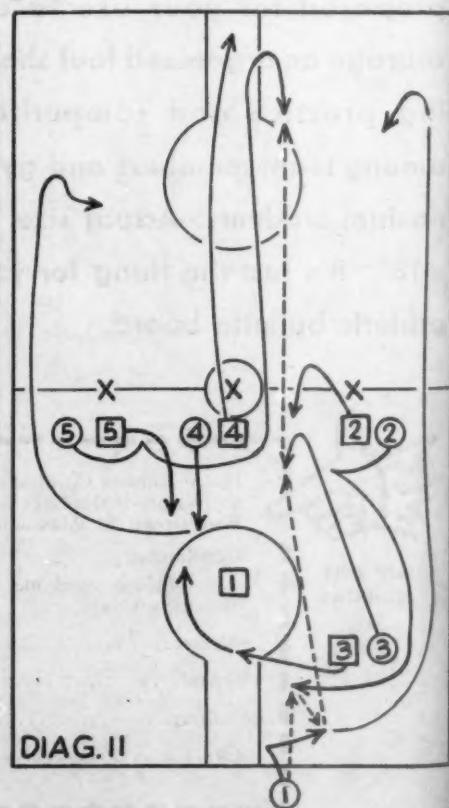
Defense comes in for its share of attention in the next part of practice. To maintain interest in this extremely important phase of the game we vary our drills a great deal choosing daily from sliding drills, 2 on 1, 3 on 2, competitive back-pedaling races, and competitive 1 on 1, 2 on 2, 3 on 3, and 5 on 5 drills. Amazing progress has been made by often using the 1 on 1, 2 on 2, and 3 on 3 drills without the ball. This part of our practice is relatively short but very intensive.

Assurance that a team will get down fast before the defense "sets" comes only through constant practice on fast breaking. We set aside about five minutes daily for this. The pattern of fast break, we employ, calls for a quick pass-out preferably to the side line or middle man and from there in a quick, straight 3-lane attack. In the drill shown in Diagram 10, groups B and C rest under the defensive basket while the boys in group A assume defensive positions facing the coach in possession of the ball out front. The coach may dribble around a bit to check on alertness and then shoot, or he may shoot at the very beginning. The boys in group A form

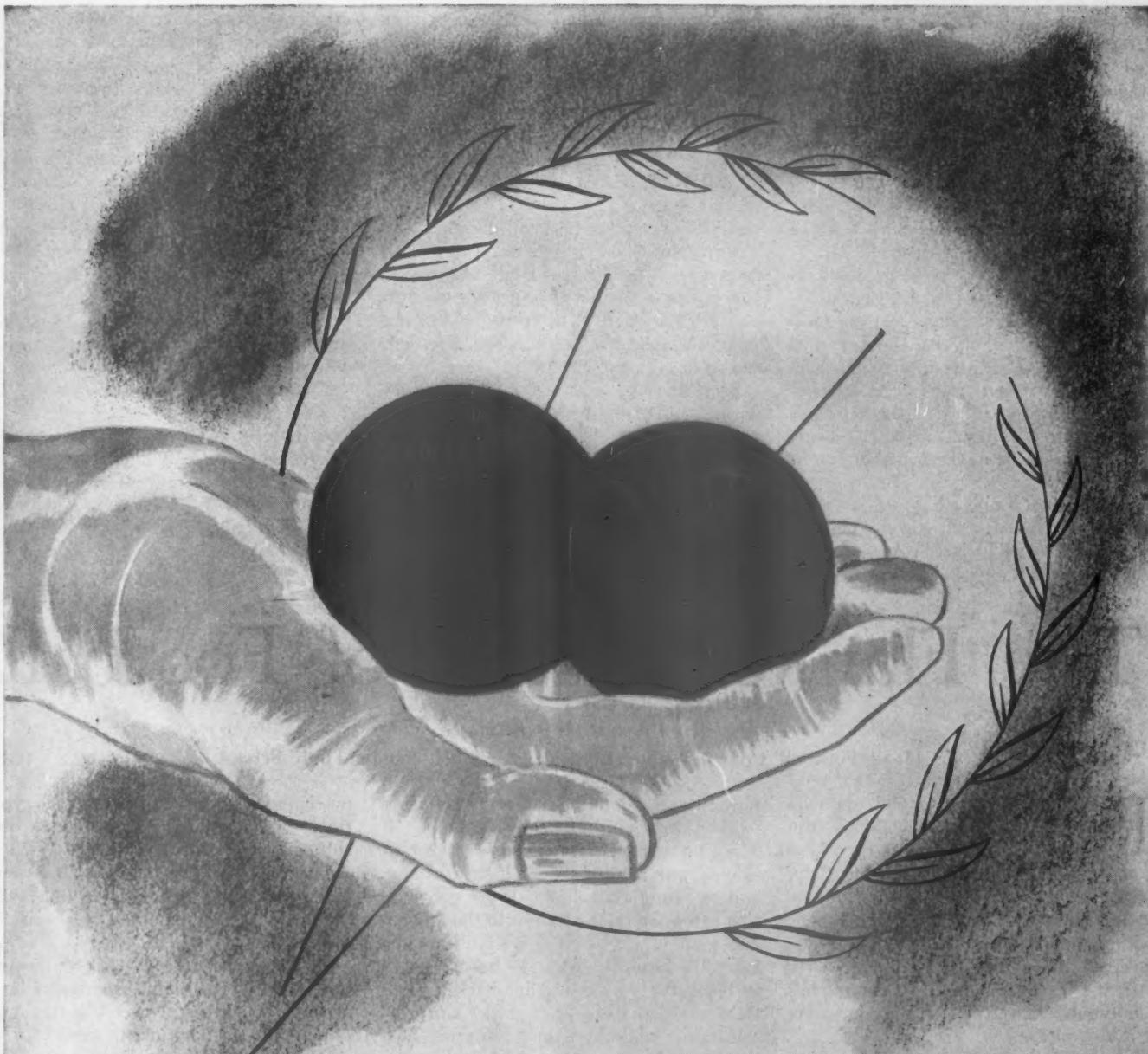


DIAG. 10

When we employ a pivotal attack we work mainly on the drill shown in Diagram 9. 03 fakes to the post man and bounce-passes to 2 who fakes in and then meets the ball. 03 screens inside or outside of 02 who "ships" the ball into the post man. The post man times his break, meets the ball and return-passes to 2 who drives around the post man as shown. Two dribbles in for a lay-up while the post man breaks opposite to the side on which he feeds so he may follow-up or work a dou-



DIAG. 11



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their defensive triangle around the basket, retrieve, pass out and break for the offensive basket. Teams B and C both of whom have balls in their possession then break in succession. I frequently have dribbled sloppily on purpose to have a boy steal the ball and start the break. I have also found it a help to yell quickly, "Coast Guard out" and drop the ball. This develops alertness in hurriedly taking the ball out of bounds and getting down quickly.

Whenever we wish to place greater emphasis on this phase of attack, we cut down on our work on other phases. Once in a while, we put one or two defense men against the breaking team, having them play orthodoxy or permitting them considerable latitude. In this way, the boys get to use the fast break under the usual game conditions or under unorthodox circumstances.

Our equipment purposely contains a set of white, blue and red jerseys. On our fifteen-man squad, when a boy reports each day the manager hands him the color

jersey of the team he will represent on that day. This scheme was set up as a result of a drill on which we spend from five to fifteen minutes daily. None of the other drills are quite as popular as this one which is an outgrowth of the considerable difficulty all-court pressure gave us a few years ago. Teams A (White) and B (Red) are involved in play while C (Blue) rests under the defensive basket. A attempts to score against B's all-court pressure. B rests after A penetrates or fails after which C goes to the offensive against A's all-court pressure. A set-up that has brought us fine success against this troublesome defense is shown in Diagram 11.

Men line up as shown in the diagram. 05 cuts off of 04, compelling a switch. 5 will have great difficulty then in intercepting a pass-in to 04. 02 cuts off of 3 and breaks to the middle. 3, if the scissors is timed properly, will have trouble switching rapidly enough to 02. 01 can pass to either 2 or 4. 01 follows his pass for a return pass. In this instance 01 gets the re-

turn pass from 2, and relays it to 3, who passes to 5. To consummate this play 3 and 5 must break properly away, and then back to meet the ball. Breaking to the middle of the court and then back to meet the ball makes it imperative that their respective guards remain behind them, thus greatly decreasing any chances of interception. Additional pleasure is derived from this drill by granting appointed team captains of each group the privilege of secretly calling for pressing, retreating man-for-man or zone defenses.

Through this supplement to the original drill the boys learn how to operate various defenses as well as the proper means of penetration against shifting defenses.

As a climax to the work already outlined, we work three groups at three baskets going over plays and continuities. We have on hand three sets of sizable charts of plays to which the boys refer when necessary. We frequently devote the time in this same period, or part of it, to 5 on 5

(Continued on page 26)

The Flanker System of Football

By *Forrest W. England*
Head Football Coach, University City, Missouri, Senior High School

THE flanker system is old but it is better than ever. That is my opinion of the system as used here at senior high school in University City, Missouri.

The idea of placing a back in a flanker position, outside the defensive end, was conceived by Alonzo Stagg in his early years at Chicago. For some reason it has been unduly neglected by gridiron mentors for a long interim.

My first thoughts on changing to this formation came about five years ago after some experience with a man-in-motion as used in the T and single-wing set-ups. It struck me that often our efforts with a man-in-motion are aiming at a fine type of timing which will permit this player to flank the defensive end for a devastating block. The fact, that any player of average blocking ability, when placed in a flanking position, can execute a sound block on the defensive end, thus enabling the offense to make an end-sweep good, is in, and of, itself of great importance.

Another reason for my use of the flanker is that an end does not learn any measures to combat successfully the set-up until the game is well over. In other words, only the toughest and smartest ends get by against this offense, and only then with the aid of intelligent and intensive coaching. A talk with any veteran end will convince one that there is no time when he is more ill at ease than when a flanker takes his position.

We have incorporated in our offense a

play to take advantage of every defensive weapon that our opposing end uses. If Mr. End wants to keep even with, or outside of, our flanker, we let him move out, and we run inside him. If he gives his first attention on his charge to the flanker, our man in this spot fakes at him and takes the beautiful angle, he has available, to block the strong-side line-backer. Our right guard and fullback "crack" him from the inside, while he is in the deepest concern for the dangerous flanker who has blocked him more than once before from the outside.

For good blocking, offensive men must have the best blocking angles. The flanker system, in my opinion, presents a large number of good blocking angles for the key men.

We have found this system immediately causes scouts from opposing schools to carry home plans for overshifting their defenses to the strong side. This in itself, makes the weak-side attack the most point-productive phase of the whole system. During the past season my left half-back, scored eighteen touchdowns in nine games, and fifteen of them came from the system about which I am writing. Many of these were for long runs, made possible because the system places more stress on downfield blocking than is ordinarily done in the single- or double-wing attacks.

We have found the flanker system also offers exceptional passing opportunities, as well as possibilities of the man-in-motion back to the weak side. Certainly, it is a

much more open attack than the typical single- or double-wing. We like to use it shifted heavy both right and left. We are anxious to find which of our opponent's defensive ends are the less durable, and to find with which defensive weapons they seek combat.

We never hesitate to change the basic positions of the other three backs in the system. We have always felt that many coaches are overcautious in their failure to move backs to new positions for the benefit of a few plays within a system. I make sure, that we have at least two vastly different types of plays which start in the same manner from each basic arrangement. I have incorporated a series of trap plays that we like to reserve for the toughest defensive linemen, we meet.

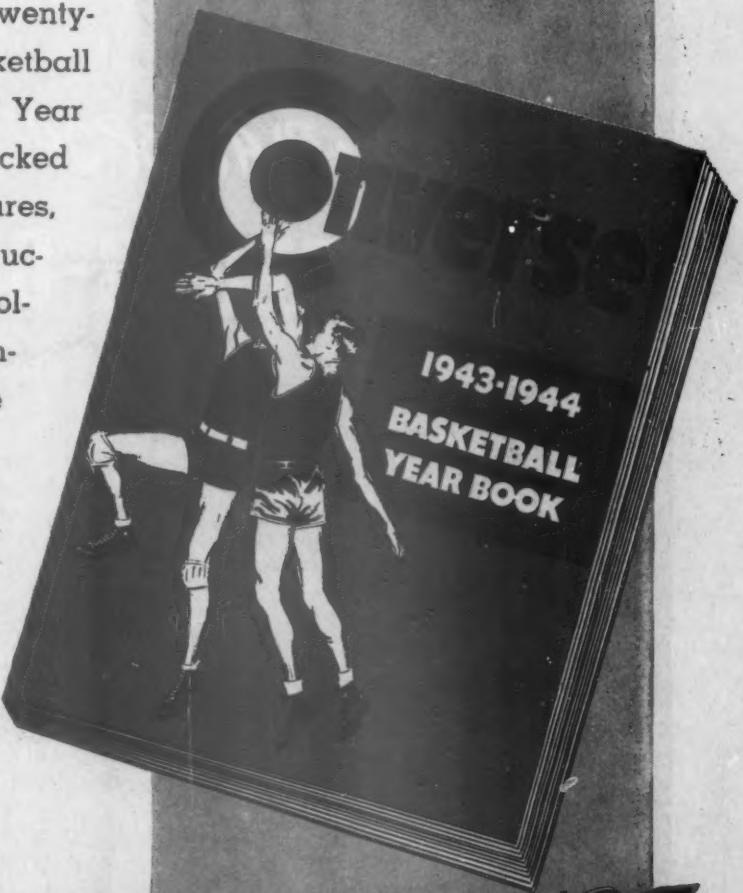
I am convinced that the flanker system is here to stay. I used this and the T formation without a man-in-motion for our 1943 offense. We were able to go through our regular nine-game schedule undefeated, before losing to Beaumont High School for the greater St. Louis championship. Reporters told me that Mr. Stagg's great Pacific Coast team of 1943 used his old flanker system.

The T formation without a man-in-motion was written up by Mr. England for our June issue. The author of the article received nearly two hundred letters asking for more information. We regret that our supply of that issue is exhausted so that additional information can not be supplied from this office. Editor's Note.

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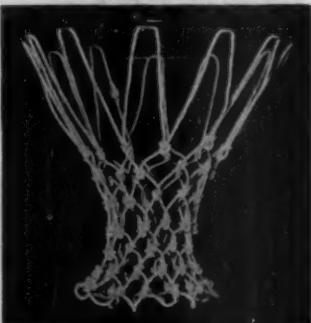
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Suggestions on Basketball Practice Routine

(Continued from page 22)

half-court scrimmage or full-court scrimmage. Summarily, we operate about like this in our limited time:

A. Free-Throw Shooting: Two boys at each of eight baskets shooting 35-40 fouls competitively. Time—10 to 12 minutes.

B. Set Shooting: Two boys at each of eight baskets. Free man feeds shooter and waves to disconcert. Time—10 to 12 minutes.

C. Lay-up Shooting: Three groups of five at three baskets. Early season individual moves. Work up to 2- and 3-man play drills, ultimately to 4- and 5-man play drills. Time—10 to 12 minutes.

D. Defense: Sliding drill, 2 on 1, 3 on 2, back-pedal races. 1 on 1, 2 on 2, 3 on 3 (with or without the ball) 5 on 5. Vary our choice of above daily, and work intensely on same. Much more time allotted early in season. Adjustment in time made according to weaknesses detected. Time—6 to 8 minutes.

E. Fast Break: Three teams breaking from same end in succession. Occasionally one or two defense men playing orthodoxy or unorthodoxy (allow more time in such case). Time—5 minutes.

F. All-Court Pressure Drill: Three-team rotation scheme. Periodic use of shifting defense; free choice of pressing, retreating or zone defenses. Time—10 minutes.

G. Play Rehearsal, Half-Court or Full-Court Scrimmage: Three units running plays at three separate baskets. In mid-season, part of this is handled in Part C. Five on five half or full-court scrimmage. Time—15 minutes.

I reiterate that adjustments in our plans are made throughout the year according to weaknesses detected. Obviously, we would apportion more time to fast breaking if that phase were noticeably weak. Contrarily, we would spend less time on whatever fundamental the boys were executing with unusual proficiency at the time. When additional time is needed for scrimmage, we cut down or eliminate on that day drills on certain fundamentals that the boys handle particularly well.

The Basis of Athletic Success

(Continued from page 16)

sible to improve yourself. Do not get the "swelled-head," if you happen to make the first team; do not "crab" or sulk, or become discouraged, if you happen to be placed on the second team or the reserves. Do not air your troubles to others. Do not alibi for the mistakes you

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OTIS COFFEY, Pampa, Texas

make. Do not complain too readily of minor bumps and bruises. If you are dissatisfied, first of all analyze yourself before criticizing others. If you are still dissatisfied, come to the coaches and have a talk; perhaps they can "put you straight." Harmonious co-operative spirit will do more to make you and your team a success than any physical ability you may possess.

"It's not the coach, nor the captain, nor the 'stars' that make the goal; but the ever lastin' team work of every bloomin' soul."

Remember the qualifications which will make you a success—aggressiveness, obedience, co-operation and determination. Analyze your mental status, cultivate and develop these qualities.

"Character is made by what you stand for"

Reputation by what you fall for."

Be lofty in your ideals, never taking an unfair advantage of an opponent, fighting with everything in your power to win, but to win fairly, squarely, and honorably.

"For when the one Great Scorer comes to write against your name, he writes not that you won or lost but how you played the game."

The Kicking Game

(Continued from page 13)

a return, than we are in getting a long, low kick which might be returned by the safety for many yards.

If we are concerned with a boy who has done very little kicking, or if we are concerned with a kicker who is not doing satisfactory punting, we give them some pointers which we believe are helpful in learning to kick correctly. We like to have our kicker stand with his feet slightly spread, his right foot about six inches in front of his left. We want the center to pass the ball at the kicker's right hip. The kicker should receive the ball with extended hands about hip high. He should never raise the ball, but should "give" somewhat as he reaches it, being as relaxed as possible. The ball should be held about hip high and in front of the kicking foot with the axis of the ball pointed slightly downward and inward. The kicker should take a short step with a high right foot and a natural step with his left before kicking the ball. He should adjust the ball in his hands while he is taking his steps. His right hand should be near the rear of the ball and along the right side of it. The left hand should be on the left side of the ball and should be used only as a guide. The left hand should come off the ball first. The ball should almost be placed on the foot with the right hand. We prefer to use an accurate kicker rather than a long kicker. In the New

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Stanford University, California.

Orleans game last year, Glenn Dobbs punted once for sixty yards, and four times for sixty-five yards. On the other hand, the safety man in this particular ball game returned the eight kicks for an average of thirty-one yards. I prefer an accurate 35-yard kick for a gain of thirty-five yards to a long 65-yard kick returned for thirty-one yards.

We give our boys a few principles which have a bearing on getting distance and height on the ball. If the punter wishes to get a little more height on the ball, he should hold the ball somewhat higher and contact it with his foot at a slightly greater distance from the ground. He should hold the ball slightly closer to the body if he wants to kick it higher. On the other hand, if he wants to get greater distance, he should hold the ball farther out in front of him, and perhaps lower to the ground.

A coach should work a great deal in trying to develop accuracy in kicking out of bounds. We spend a great deal of time in kicking at helmets placed ten yards apart across the field. I have found that it is easier for a right-handed kicker to kick out of bounds on the right side of the field. In a kick out of bounds on the left side of the field, the ball has a tendency to roll back in bounds and across the goal line because of spiraling to the right. If a kicker wishes to kick out of bounds, he should point his left foot in the direction of his target. The whole body should face the direction of the target at the instant the foot meets the ball.

Kickers are peculiar people. A coach can determine when they have become proficient by their critical attitude toward the balls they kick.

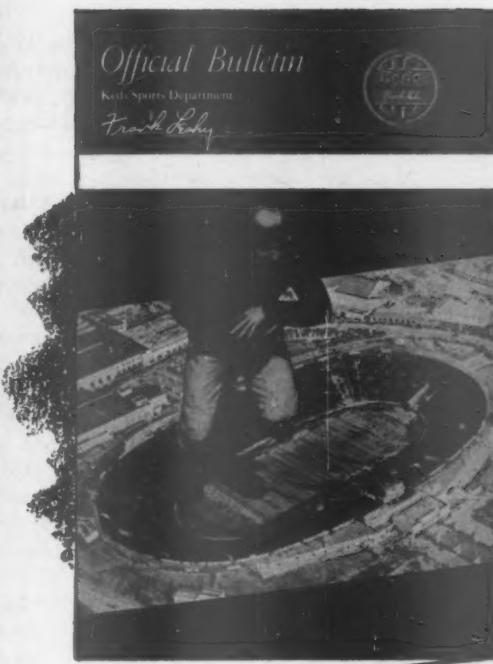
If a kicker gets into a slump, or is having trouble with his spiral, he should be given practice doing twenty-yard punts. After he has kicked a number of short twenty-yard punts, his form will come back to him.

If the kicker is having difficulty in kicking a "dead" ball, he should spend a great deal of time in kicking the ball by placing it on the outside of his right ankle. After he has kicked fifteen or twenty times by placing the ball so far on the side of his foot that he feels that he is going to miss it, he will probably, in an attempt to kick it naturally, kick a nice easy spiral with plenty of spin on it.

Line Play

By Del Morgan
Football Coach, Texas Tech
(From the Texas Coaching School)

HERE is much to be said about stance. I like to have the center take a stance that will permit him to charge as he passes the ball. From a stance of this kind, the center should be able to charge and block as well as any other lineman. His feet should not be spread too much, but should be about



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wide as his hips, his right foot slightly forward. His feet must be almost underneath his shoulders. His stance should be a comfortable one with his hips high enough for the center to receive the ball properly when the T formation is used. His position should be such that the center's chin is even with the back end of the ball.

The stance of the offensive guard should be one with the left foot slightly forward if he is right-handed. His feet should be comfortably spread, parallel, and pointing straight ahead. His outside hand should be placed just inside the outside knee, with little or no weight on the hand. His hips should be high enough to allow him to execute his fundamentals comfortably, and to allow him to fake, to pull out into the interference, to charge in any direction, and to shoulder-block straight ahead.

In executing a shoulder block, a guard should gather as much drive as possible, by throwing his inside foot at the defensive man as he applies the shoulder block with his head and neck on the outside and drives him out and away from the path of the ball-carrier with short digging steps.

The stance of the offensive tackle is similar to that of the offensive guard. He should take a position about eight inches from the offensive guard. Both the tackle and the guard should guard against tipping off their intentions to any defensive man.

The stance of the weak-side end varies from that of the guards and tackles. His feet are on an even keel. On the other hand, all other fundamentals of guard and tackle stance will apply here. He should vary his position from one-half to one yard from his offensive tackle.

Protection for the Passer

The type of protection given the passer should be determined by the size of the passer. If the passer is a small, short man, the blockers should attempt to knock the onrushing linemen down. On the other hand, if the passer is a big, tall man, the protection should be one that the blockers can run the rushers back and away from the spot of protection.

On quick passes, the linemen should take a quick step toward the opposing linemen and hold them momentarily. On running passes, the same type of blocks are used as in running plays.

There is one rule concerning the passing game which I try to stress. The passer must realize that it is much better to run through the middle of the defensive line than to pass the ball when the man for whom the pass was intended is covered. The passer should never throw the ball unless the receiver is open.

Defensive Guard Play

The defensive guard should assume a

semi-sprinting stance with his inside foot back and with both hands on the ground. His stance should be as low as the man in front of him. He should drive through the offensive blocker and reach his objective without going around any offensive man. When driving into the man in front of him, and upon feeling pressure being applied by an offensive man to his right, he should fall to his right knee and begin fighting resistance, always making a desperate effort to get across the line of scrimmage to protect his territory and to find the ball. The guard should never leave the territory for which he is responsible until he locates the ball.

In case the guard is to be in the pass defense, he should use a very high stance. His first responsibility is to cover on passes. For this reason, he should protect against runs, only after he has protected his territory against passes. In case a run develops after he backs out into offensive pass territory, he should recover as fast as he can and come up for the run. In some instances, it will be necessary for him to drop to one knee and hold what ground he can.

Defensive Tackle Play

The stance of the defensive tackle is one with the foot, nearest the offensive end, forward. His stance otherwise is almost identical with that of the guards except that it is probably a little higher. He should watch the offensive end and wing-back for tip-offs, when trying to analyze the offensive play. He should play the end until he finds the direction of the resistance, then he should recover or fight toward that direction. The tackle should try to tackle the ball-carrier if he can get to him, but he should never do this at the expense of evading blockers. In case of massed interference, the tackle should strip the play of all interference and let the runner carry on without any blockers.

The defensive tackle should be held responsible for the territory to his inside only. He should expect the wing-back to block him on every play, but should protect the inside territory before pivoting or rolling out to the outside in case the wing-back pins him in. In some instances, even though he is pinned in, he can penetrate deeply enough to trip up all the interference on wide plays.

Line Play

By Walter Milligan

Head Coach, University of Tulsa
(From Tulsa University Coaching School)

WE OPERATE here at Tulsa University from several formations. Our basic formation, however, is a single wing-back. I have found this formation to be one of the very strongest in modern football. A heavy concentration of men at the point of attack makes

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the formation a very powerful one for bucking, running ends, and running off tackle. It is a good formation from which to pass, and an ideal one from which to quick-kick.

My topic of discussion is Line Play, and everything I shall say on this topic will be based upon the techniques, maneuvers, and fundamentals that we use in connection with our particular offensive set-up here at Tulsa.

Position

We station our short-side end one yard from the weak-side tackle. He assumes a three-point stance with his right foot forward. The left tackle and the left guard assume three-point stances with their right feet forward. The center assumes a three-point stance with his left foot advanced. The right guard and right tackle use the three-point stance with their right feet forward. The right end uses a three-point stance with his left foot back; he takes a position eight inches from his own right tackle.

Offensive Stance

The ends assume a stance with their legs coiled and well up under them, their feet slightly spread, and their backs straight and almost parallel with the ground. They should look straight ahead at all times before the ball is snapped so as not to give away the play. The weight of an end should be mostly on the balls of his feet and only enough on the coiled fingers of his hand to keep him in balance. His knees should be as wide apart as his feet, his left forearm resting across his left

knee (if he is the left end).

The tackles and guards should assume a stance similar to that of the tackles, except their legs may be a bit farther apart. The stance should be a comfortable one and one from which the lineman can move backward, forward, or to either side effectively and easily with power and speed.

The stance of the center is similar to that of the other linemen, except that his feet are somewhat farther apart and he is slightly higher. The spacing of his feet will be governed by the size of the center. He should assume a stance with a width that will allow him complete freedom in charging forcibly forward. He should hold the ball with his right hand in just about the same manner as the passer does and should use his left hand only as a guide. The fingers of the right hand should be on the lace and near the front of the ball. The ball should be held at comfortable arm's length, with very little weight on it, directly in line with the center's head. He should not make any preliminary movement before passing it to a backfield man. The pass is made almost entirely with the center's right hand.

Pulling Out Into the Interference

The left and right guards are the linemen who usually pull out of the line and into the interference on our running plays. However, we have plays requiring every man in our line to pull into the interference at different times.

In pulling out of the line of scrimmage toward the right side line, the lineman uses his left foot as a pivot as the right

foot is swung slightly backward, far enough to clear the interferer's head and body from that of the adjacent offensive lineman on the right. The lineman should make a vigorous push off his right hand, preparatory to dipping his head and shoulders downward, and to the right, in order to get a fast low start. A low cross-over step is then made with the left foot. These two steps should place the interfering lineman in such a position that his body is parallel with the line of scrimmage and very close to the ground. On some plays, the second step is farther backward than others. If the interferer is to pull deep into the offensive backfield, his initial step with his right foot should be deeper.

Double Teaming

On bucks through the middle of the line, we often use two-on-one blocking. If the right guard and right tackle are to move a defensive man laterally to the right, our blocking technique is based on the lead-blocker - blocking - post - principle. The tackle will post by stepping toward the defensive man with his left foot as he drives his head into the guard's crotch. He stops the forward progress of the guard and maintains contact with him until he feels lateral pressure being applied by his own right tackle. He then pivots in such a manner that he maintains contact with his own right tackle and slips into a right shoulder block, helping his team mate drive the defensive man laterally. The initial step of the right tackle is with his right foot. He drives into the defensive guard with a left shoulder block, forcing him laterally to the left, and down the line of scrimmage.

From the Coach's Notebook

By J. E. Gargan

Athletic Director, Kingswood School

IN THE September issue I suggested four simple requirements for coaching a secondary school football team: 1. Get your boys in condition. 2. Teach fundamentals well. 3. Use a simple offense. 4. Use a simple defense.

In the discussion of the first of these requirements various forms of running and calisthenics were detailed. We come now to scrummaging which is the best conditioner of all.

Scrummaging: Scrummaging is the best conditioning exercise that you can use. This includes individual scrummaging, wherein the linemen are breaking through, ends going down under punts or attempting to break up an end run, or backs are driving plays against certain linemen. It also includes team scrummaging in which one team as a unit opposes another in

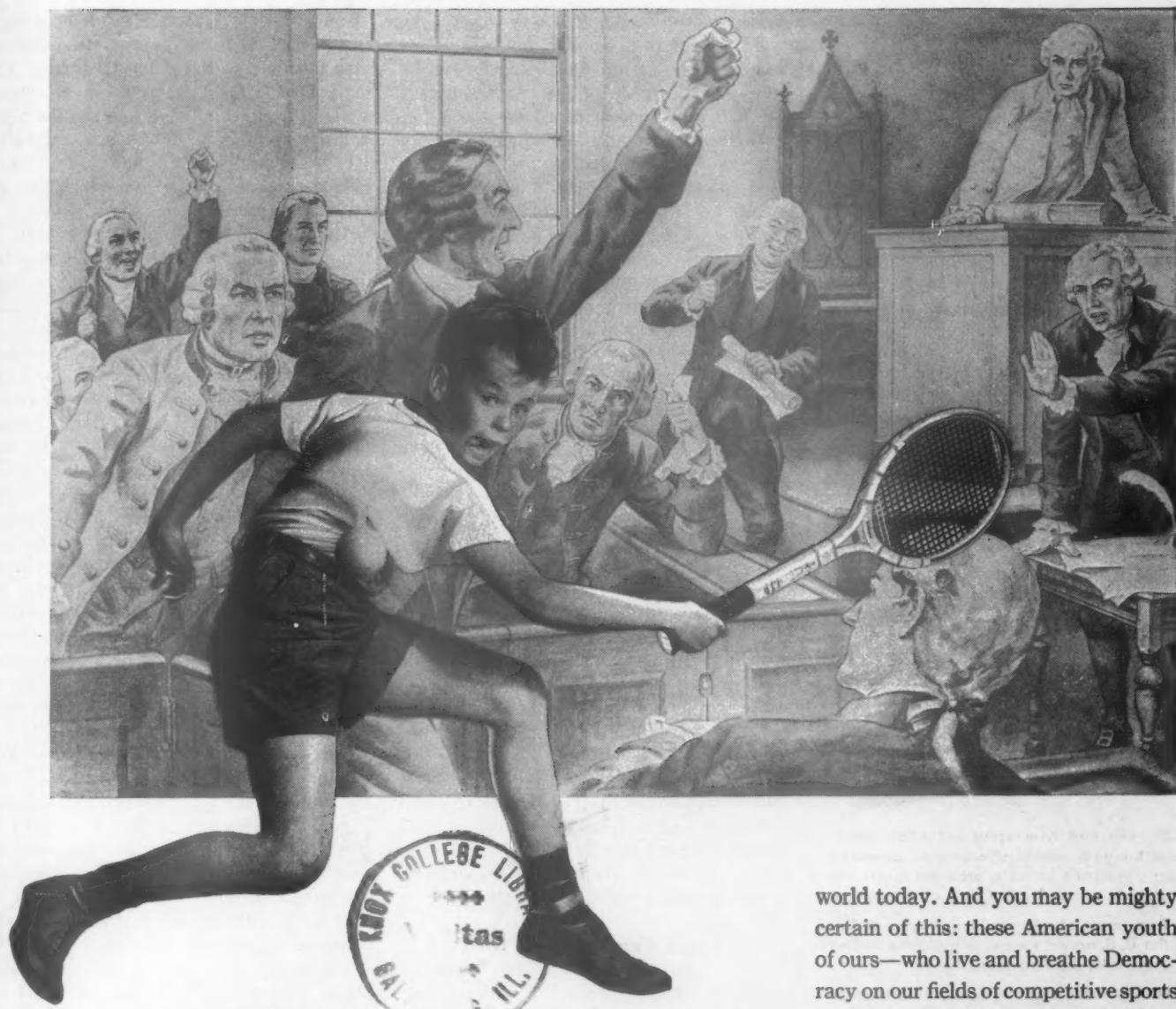
practicing offensive and defensive fundamentals and in practice games. To develop condition, as well as team morale, insist upon speed, hard hitting and aggressiveness in these drills. Allow a rest period when it is reasonable to do so, but while the boys are in action, be sure that it is intensive. Players should do some individual scrummaging on days when not scrummaging as a team. The team should scrimmage as a unit to practice offensive or defensive fundamentals once each week, and until the last week of the season, should play one practice game each week. The practice game should be against another team, if this can be arranged. If possible, the team scrimmage should also be against an "outside" team. In each case the members of the team will get far more benefit than they would from working against members of their own squad,

and weakness in individual and team play will show much more clearly.

Protection: Insist that every boy who joins the squad has a physical examination, and do not allow any boy to play unless he has permission from a reputable physician.

Demand the regular use of full equipment, which should include ankle-wraps, rib-pads, aluminum cups, and (for the linemen) knee-pads. Make the players wear two pairs of socks, use a skin hardener, and do all they can to prevent blisters.

Keep injured parts protected even if you must sacrifice part of your coaching time. Insist that boys report injuries, however slight. Take care of cuts and abrasions immediately. Have a well-stocked first-aid kit on the field for every practice.



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Have a physician at every game, who will take the responsibility of determining whether a boy is in condition to play. Be sure that he inspects the players during the half and immediately after the game.

Be cautious about head injuries. Do not allow a boy who has suffered a severe blow on the head to continue playing or practicing without being looked over by a physician. Be cautious about wrist and ankle injuries. In any such injury, insist upon an X-ray unless the injury is slight and you are positive that there is no fracture or dislocation. In short, coach, your job of conditioning your boys must be started early and continued without interruption. You must put regularity of sleeping, eating and exercising as the first essential. During the first month, you must devote twenty or thirty minutes daily to running and special exercises. After that, you must continue to insist upon daily running, but much of this may be worked into your routine practice. As soon as you are ready for scrimmaging, you should start it and continue both individual and team scrimmaging regularly. Finally, you must be ever alert to provide protection against injury, be vigilant in caring for minor hurts, and insist that all the more serious ones are cared for by a competent physician. If you will do this simple but arduous job well, your boys will be in good mental, as well as physical condition, and a squad of well-conditioned boys with good morale will not be beaten often, or badly, if you are capable of teaching them even a little football.

Teach Fundamentals Well

My notes clearly indicate this to me: You believe, as do all other coaches, that the teaching of fundamentals is all-important, but there is more to it than that.

The fundamentals must be well-taught. Consider how often you have failed to realize that it is a slow and tedious process for the average boy to learn a simple maneuver well enough to carry it through under stress. Remember the number of times you have discovered that things, you thought you had impressed upon him, made no impression at all. Since the average player is anxious to learn and to do well, the failure must be attributed to your poor instruction. If you wish to avoid past mistakes, coach, keep these points in mind:

The instruction must be simple: The action must be simple, and the player must be able to perform it with determination. If it is not simple, he may become confused and lose that all-important element of "drive." The instruction, like the action, must be simple. For instance: you want your boy to block a player who is behind the opponents' defensive line. Your boy is going to find that the defensive man will be in motion. In order to block him correctly, he might use a

shoulder block, a reverse block or a body block, each depending upon the location and position of the defensive man. The experienced and skillful player would without hesitation be able to use the block called for, but your boy has not the ability to react so quickly under the circumstances. How should you make the instructions simple?

In this or any similar case keep in mind the objective. In this instance the objective is to block the defensive man.

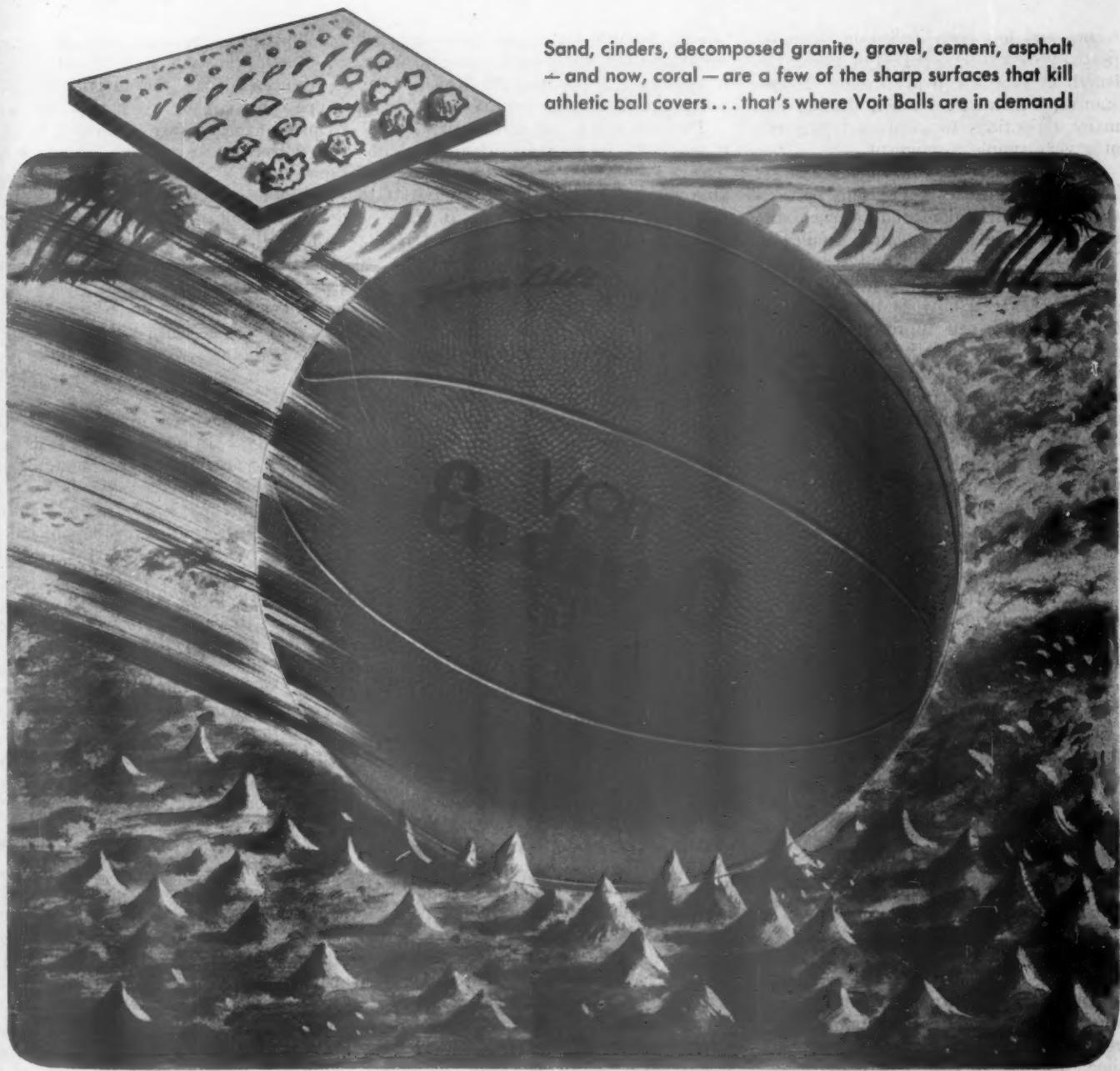
Tell your boy to run into him. Make that his objective. Never mind how he does it, so long as he makes contact. Impress upon him the necessity of making contact with all the speed and power at his command. Forget about finesse, and emphasize "drive." When he has learned to locate his man and to make forceful contact with him, and feels "at home" doing this, you might help him to be more effective, by trying the various blocks that your experience has shown to be useful. However, never sacrifice the principle by becoming confused in details. Simplified action is necessary, taught with the idea that any detail which causes indecision is to be avoided. Cut out all non-essentials, and make everything clear-cut.

The instructions must be definite: You cannot teach fundamentals well if your instructions are vague. Make them definite. For instance: if you are trying to teach a back to cut sharply, you must do more than merely tell him that. You must teach him to run with his knees high, so that he has the balance necessary to make a quick change of direction. When he learns to run with good balance, you must show him how to change directions by crossing his foot over. Keep drilling him in it, all the while insisting upon the high knee action. Here is something definite. It will require a great deal of drilling, but how else could a boy be taught this stunt?

Vague admonitions to run faster, to block better, to tackle harder are worthless, but rigid insistence upon following your instructions after you have shown the boys exactly how will be helpful.

Repetition is necessary: Because of the excitement and emotional upsets of the game, habits in fundamentals must be formed. This means that constant repetition is necessary.

Go over and over your fundamentals in the way in which they fit into your play. For example: if your defensive end is to go in three yards on most plays, insist that he does that every time the ball is snapped. Make no exceptions; keep him doing it until he does it automatically and is not upset and bewildered by game conditions. Then, and not until then, you may add variations to this. Do not expect the average boy to react correctly under the emotional excitement of a game, unless he has been given simple assign-

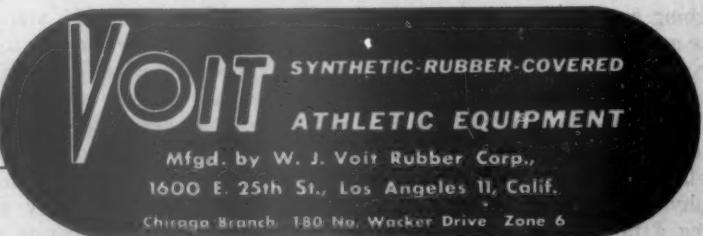


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ments and has been drilled in them repeatedly over a long period of time. The length of time will depend upon circumstances, but it takes much drilling and many repetitions to insure carrying out of a very simple assignment.

Players must perform under stress: There is very little relationship between the practice of fundamentals, as such, and their execution under game conditions. Yet they must be learned, and each player must be able to execute them in the stress of a game. It is obvious that the more closely practice can approach game conditions, the more effective it will be. Set up practice routines in which game conditions are approximated. Scrimmage frequently, and be sure that the scrimmage is carried on with the drive and zest of a game. If possible have a practice game with an outside team once a week. In all of your situations, try to make the boy extend himself, and never be satisfied with allowing him merely to go through the motions.

This will call for a frequent variation of activities, for no player is going to put much endeavor into going through a routine chore over a long period of time. It also involves introducing the element of competition whenever possible.

The constant emphasis upon extending themselves will provide a medium in which your players will learn to act and to react under stress, and that is the thing for which you are preparing them.

Individuals must fit their assignments: Make an early and exact analysis of the individual differences of your players. These will show only under pressure. The player who looks fast in sprints may "tie up" in scrimmage. The one who is adept at floating accurate passes, when there is no pressure, may "freeze" when hurried and rushed. Your runner, upon whom you are tempted to spend a great deal of time, teaching to cut, may hesitate and "stammer and stutter" with his feet, when he starts to cut and finds his way apparently blocked. These mannerisms and characteristics must be discovered early, or you will waste much time and weaken your team by trying to fit square pegs into round holes.

What is a weakness in one position will be a strength in another. For example: the boy who tries so hard that he "ties up" as a runner will probably make a conscientious, hard-hitting blocker. As a runner, he would be handicapped by his temperament because it would be unnatural for him to keep relaxed when the going was tough. To him as a blocker it is an asset, because he is dependable and conscientious, and will be trying his hardest when it is needed.

In schoolboy football, it is almost as important to fit the temperament of a player to a position as it is to fit his physique. You would not think of making a tail-back out of a slow, lumbering

player, because he is physically unfitted for it; do not waste time trying to make a boy play a position for which he is temperamentally unfitted.

This will mean that often you will find it necessary to change offensive and defensive assignments and to vary or change your plays to suit your personnel. It is far easier and more effective to make a variation in a play, or to discard it entirely, than it is to try to change the natural traits of a player.

Your teaching should be forceful: Your players will appreciate forceful teaching. The insistent demand that each player do his best all the time, the strict enforcement of regulations, and the constant urging to sustained endeavor are the props upon which you must build morale. Few of them will reach or even approach the standards you set up. There will be much call for adverse criticism and little for praise. The criticism should be fair and impartial. It should be given as freely to the outstanding players as to the less skillful. If your standards are adhered to, the player with much ability will be as far from his peak as the one with little ability, and therefore in need of as much criticism. Praise should be for attitude rather than for accomplishment and should be given more freely to the weaker players if they deserve it.

In giving both praise and criticism, do it on an impersonal basis. Make it clear to your boys from the beginning that you are criticizing and praising their actions and reactions from a football standpoint. You are a football coach addressing them as football players. If a boy understands, when told that his mental reactions on the football field are slow, and if you are not implying he is generally stupid, he will accept such criticism without resentment. He will, moreover, understand and accept an attitude, on your part as a coach of a rugged sport, which he would not understand if you were teaching a classroom subject. Briefly, coach, you must make a definite effort to teach fundamentals more effectively. Keep in mind always that the learning of a simple stunt well enough to make it become an automatic reaction in the stress of a game is a slow and tedious process. You must simplify your teaching and drill a player repeatedly in the same action to produce results. You must know how you want him to do a thing and then give definite instructions. Make the action as simple as possible, and eliminate confusing details.

Vague admonitions and criticisms must be avoided. If you are attempting to improve or correct something, show him exactly what is wrong and drill him in the correct way. Constant drilling is necessary, and in this you must try to approximate game conditions. Hold individual scrimmage daily and team scrimmage as frequently as possible. Make your players operate under stress by in-

roducing competition into all practice routines. Analyze their reactions under pressure, and fit the individuals to the type of action for which they are suited. Do not expect a boy to do well or to improve much in a position for which he is unsuited. Vary your assignments to fit the individual.

Be forceful in your instructions. Establish high standards for all players, and insist that they strive to meet them. Make your boys understand that your criticism of them is an analysis of their football playing and, as such, is impersonal.

Use a Simple Offense

In this, my notes are emphatic. They repeatedly warn me: coach, consider your team as you do the individual. If it is a slow and tedious process for an individual to learn a simple stunt, this must be even more true of a group of individuals. If the teaching of the individual must call for simple and definite instruction and repeated drilling, this must be the way to handle a team. Touchdowns are not made by slight-of-hand, but by the sustained effort of the group. If, at times, you are tempted to find an easy way to advance the ball—some hocus-pocus that will produce long gains without painstaking effort—keep in mind that this is contrary to the principle of football. Stick to fundamentals, and make your team development go along with the individual development. Keep these thoughts in mind.

Use few plays: Set a good standard for a play, and you will find that it takes considerable time and drilling to get it working smoothly. Weaknesses which must be corrected will show up. For example: in the use of a simple, wide end-run, two major difficulties invariably arise that appear trivial but require much time and effort to remedy. Problem number one is to get the ball-carrier to start and continue toward the side line with a sustained burst of speed. It is natural for him to turn his gaze down field and look for the defensive players. This slows him and spoils the timing of the play. It takes a long time to teach a back to overcome this, and to concentrate on rounding the end, or slipping inside him at top speed while ignoring the players further down field. Problem number two in this same simple play is to get the blockers habituated to going toward the point where they will meet the particular men, they are assigned to block. Their invariable tendency is to go directly at the man rather than toward the point to which he is moving. These difficulties arise each season after the play has been well-learned, and we are far into the season before the regular players eradicate these faults. Substitutes with less experience and ability are much slower to overcome them. The fact is that this simple play takes



Illustration 1 shows the position of the feet of a tail-back in a semi-crouch position. You will notice that there is a slight spread between the feet. The weight of the body is equally distributed on both feet so the back can drive off of either foot.



Illustration 2 shows the position of the feet of a tail-back in a crouch position with his right hand down and touching the ground. The toe of his right foot is even with the heel of his left foot. He has his weight equally distributed on the balls of both feet. Some coaches prefer the crouch position while others prefer the semi-crouch.

Illustration 3 shows the side view of an offensive fullback in a crouch position. The toe of the right foot is even with the heel of the left foot. His weight is evenly distributed on the balls of both feet so that he can drive off in any direction.

Illustration 4 shows the position of the feet of a fullback driving forward from a crouch position. Notice the drive forward from the ball of the left foot (this is a real strain on a football shoe).

Illustration 5 shows the position of the feet of a wing-back going to his left to receive the ball or fake. He has stepped back slightly and forward with his left foot. Notice the drive off the ball of his right foot.

Illustration 6 shows the position of the feet of a fullback on a spin play. He has stepped forward and turned his body in order to fake the ball to the tail-back. Notice that his feet are practically parallel to the line of scrimmage after he has pivoted.

Illustration 7 shows the position of the feet of the fullback after he has completed the spin. Notice the toe of his left foot is pointing in the direction he is going to carry the ball. He is also driving off of his right foot.



Illustration 8 shows the position of the feet on a cross-over step to a tail-back going to his right. You will notice that he has pivoted on the ball of his right foot; he is driving to his right off the ball of his right foot. Pivots of this kind are always a strain on a shoe.

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almost the entire season before the players have learned to perform it to the best of their ability and to run it correctly.

You can teach but few plays, if you are to have them run correctly, because difficulties like those cited, arise with each one. There is but one alternative. If you teach more than a few plays, they will be poorly executed, because it will be impossible to eradicate errors in the time at your disposal. The obvious procedure is to teach a few plays well, since one well-executed play is more valuable than several poorly executed ones, and team morale profits by trying for perfection and disintegrates with the acceptance of low standards.

The number of plays that you use will vary with circumstances, but ten to fifteen running plays (each play going to either side counted as two), six or eight passes, a quick kick and a punt-formation kick are as much offensive tactics as any schoolboy team can learn well.

Fit the plays to the individual: Make the play fit the individuals on your team. If a guard has difficulty in pulling out to run interference, have him go through the line to get his man instead. If one of your ends cannot catch passes, use him as a blocker or decoy and let a back take his passes. If two linemen work well together, take advantage of this strength. Do not hesitate to shift a lineman to another position to strengthen your attack. Find out what backfield combination works best for each play. For example: your regular wing-back might be too slow to make a reverse play go, but can be used in the spinning position, while the blocking back replaces the tail-back and the tail-back becomes the ball-carrier. This three-way shift would give you the strength needed in each position, with speed in the ball-carrying position and blocking ability in the blocking position. Shift your backs on all plays to insure this, even if it means that one or two backs do most of the ball-carrying.

Use more than one formation: Every team has a formation from which to run plays and one from which to kick. Too often some teams fail to run from their kicking formation or to kick from their running formation. It is important for a well-balanced attack to do both. This means that you use some plays from punt formation and that a quick kick is used from your regular formation. Keep in mind that certain things can be done from punt formation that make plays worth while. It is good for long passing because it allows for more time in which to get the pass away, and it gives you a chance to get more interferers out in front of the ball-carrier on wide flank-plays.

In addition to a punt formation, use both balanced and unbalanced line formations. The unbalanced line will give you a chance to concentrate your strength, while the balanced line will be good for

plays going to either side. Use the same plays for each formation. It will be necessary to change them somewhat because of the formation, but essentially they can be the same. Two or three plays peculiar to each formation may also be desirable.

Establish a good cycle of plays: A play that does not have a counter-play is comparatively easy to stop. It is more difficult to stop a play that starts in one direction and ends by going in another; and it is most difficult to stop a play when you are uncertain as to what type of play is coming.

Establish a cycle of plays that start from the same formation, but hit at different spots and in different ways. For example, from your regular formation you might use an end run, a cut-back, an off-tackle slant, a quick-opening play, a reverse, some passes and a quick kick. These should provide variety enough to keep the defense from massing to stop any particular ones and give you enough variety to meet any kind of defense.

Use the same cycle, in as far as possible in more than one formation. This will give you a chance to increase the deception of your attack and to add to its strength without putting much additional burden upon your players.

Real deception in schoolboy football depends upon giving your team a simple, well-balanced attack, with a few plays and these, so arranged that the defense cannot know whether a pass, run, or kick is coming. Your players should be taught the value of each play in the cycle and shown how one play will make another more effective.

Develop a good kicking game: You need a good kicking game to balance your attack. Your offense should provide your team with the means with which to kick when the opponents expect a run, and to run or pass when they expect a kick. At times when your opponents know your team is about to kick, your team must provide good protection for the kicker. On all kicks they must go down field fast and cover the kick. To do these things they must use a quick kick as well as a kick from punt formation.

All this will require considerable drilling. The kickers must be instructed and practiced, and positions and blocks by team-mates must be carefully worked out, and the team drilled in them. Some shifting of personnel may be wise. For example: it may be necessary to shift the center to get better passing, or change a guard to a tackle position because of his speed in getting down field. Special devices may be necessary to help your kicker, such as having the left end block the opposing end before starting down on a punt-formation kick, or having both ends do this on a quick kick. Someone, also must be assigned to check any extra man brought up into the defensive line to block the kick.

Time spent in developing your kicking game is worth while. Remember not only must your kicker be taught how to kick, but also an offense must be devised to aid your kicking game by concealing the intention; personnel must be shifted to provide the greatest strength, and the team must be taught to bolster weaknesses and to check special defensive maneuvers. To do all this, your team must practice kicking regularly and much of the practice must be under game conditions.

Use simple signals: One of the best ways of slowing your offense and making it uncertain, particularly when the players are under pressure, is to give them a complicated signal system. The criterion by which a good signal system may be measured, is its simplicity. Here is a simple way of calling plays: use a huddle and insist from the first day there be no talking in the huddle. If a player wants to notify the quarterback of a weakness in the defense, he must do so before he enters the huddle. The signal-caller enters the huddle last and immediately calls the play by naming it. If there is any shifting of players necessary, he indicates it as follows: "Two and four shift; cut-back on the right," meaning that the wing-back and tail-back are to exchange positions, and the other players are to carry out their assignments for a cut-back on the right side of the line. If any player does not hear or understand the signal, he must call "check," and the signal will be repeated. The player, best fitted for the job, calls the plays, regardless of whether he is a lineman or a back.

The starting signal should be the third or fourth digit of a series of single digits. A start made on the second count is too quick to produce a uniform concerted charge, and one made after the fourth causes a wait that is too prolonged. The starting signal should be the same on every play. Variation is more detrimental to the offense than to the defense. The one exception to this is to put the ball into play on the first digit on a punt-formation kick.

The starting signals should be called by a back with a clear voice and a good sense of timing. He need not be the player who calls the plays. It is better to have one back call all of the starting signals unless the style of offense makes this awkward.

To summarize: Use an offense based on ten to fifteen running plays, six to eight passes and both punt-formation kick and quick kick. Shift your players to get the most out of each on every play, and drill on each play until you have eliminated the faults. Use a balanced and unbalanced line and punt formation. Have a few running plays and passes from punt formation, and use the same plays (with necessary alterations) for both the unbalanced and balanced formations. Use, also, a few plays peculiar to each formation. Choose plays that fit into a cycle in

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which one play provides a counter for another. If the defense shifts to stop one, another may take advantage of the resulting weakness.

Kick from your regular formation, and run and pass from your kicking formation. Spend practice time under game conditions to develop strength in blocking for all kicks, and to develop speed in

getting down field to cover them.

Call signals from a huddle by naming the play. Use your best man for this, regardless of whether he is a lineman or back. A back with a good voice and sense of rhythm should call the starting signal. The start should be made on either the third or the fourth digit.

(Concluded in November)

Equipping an Outdoor Gymnasium

(Continued from page 6)

so that they can support four men. Wooden beams with iron supports furnish adequate support, and are easily moved. The edges should be beveled to prevent splinters. Balance beams may also be made out of steel rails or out of a tree with a straight trunk.

High Balance Beam (Illustration 12). The equipment includes a runway about forty feet long with an inclined approach about twenty feet long. It is made out of 2x8 lumber. Sawdust pits about eighteen inches deep surround the apparatus.

Peg Board (Illustration 3). The peg board is about sixteen feet high, and holes are drilled about nine inches apart. The performer climbs to the top by placing the peg into the holes, pulling himself up, alternately inserting and removing the pegs as he climbs.

Parachute Jumping Platform (Illustration 14). Too much emphasis cannot be placed on jumping as this activity seems to have been neglected in the past. With this platform two different levels are used to permit proper progression.

Post-War Planning For the High School Athletic Program

By Winton L. Moeller

Executive Secretary, Board of Control of Athletics, Cincinnati

IT WOULD appear that those of us who are interested in high school athletics should seriously consider, and plan now for, this most potent of modern secondary schools' extra-class programs. War has brought to the fore the shortcomings of peace-time athletic programs. Several million men, now in the armed forces, are being "sold" on the value of physical condition and the benefits of absorbing recreational activities. They will most assuredly demand programs to take care of the needs of all in the post-war world.

The purpose of this article is to indicate some present weaknesses in the high school athletic program, to suggest thoughts directed toward their solutions, to stimulate discussion and study, and, finally, to recommend action which will provide necessary study and evaluation of the present program, as well as a method of implementing or applying the findings.

When we concentrate our attention upon planning for the post-war period, we logically

think of the weaknesses which must be eliminated, in order to meet the needs of this after-the-war period. Most of these conditions are not war-born at all; they simply stand out in greater relief at a time when great educational adjustments seem inevitable. A re-evaluation of objectives, methods, activities and procedures is demanded.

Let us set down a few of the more serious indictments of present athletic programs and discuss solutions of the most serious charge:

A criticism often made, and one which has much basis in fact, is that the school athletic program reaches too few students. Those involved are the ones who need it least.

In considering this statement we must not assume that every boy is willing to undergo the training required of those who would represent their school on an interscholastic squad. Nothing is further from the truth.

Some have suggested that interscholastic athletics should be abandoned so that all

will be given a chance. Will the slow run faster if the fast are handicapped? Would it not be just as logical to abandon the school glee club, the band, or any of the other special-interest organizations because all students did not participate? These statements are not made to defend the schools' present athletic programs—we do involve too few. What can be done to offer these valuable activities to greater numbers?

Unquestionably, the best approach to the elimination of this charge is the development of a broad and comprehensive program of intramural sports. While this type of program has serious limitations, it does offer much, and needs to be developed. *Present boys' intramural programs are entirely inadequate.*

The interscholastic program can be made to reach more pupils in two ways:

1. Leagues and tournaments in additional activities may be organized. Team and individual sports such as softball, volleyball, touch football, soccer, rifle marksmanship, badminton, table tennis, wrestling, boxing, archery, etc., lend themselves to the school program.

2. When sufficient interest is evidenced, in any sport, to warrant the organization of additional classifications, ways should be found to take care of this need. It is certain that additional leagues in such popular activities as basketball, baseball, bowling, golf, tennis and others would be enthusiastically welcomed by students. The "A-B-C-D" classified leagues of the Pacific Coast are outstanding examples of this type of expanded program.

What are the prerequisites to the carrying out of these suggestions? They are: additional facilities; additional personnel; additional financial support.

Just a word regarding each of these: Unless school people generally are greatly mistaken, the post-war period will present many opportunities for improving and expanding the school plants. Now is the time to study future needs and to make them known. Most school boards are now making plans for their post-war building program. The future athletic program of each and every school will be largely determined by the manner in which present plant limitations are overcome. A careful and thorough analysis of needs, drawn up, and agreed upon, by all concerned in each school situation, and presented to the proper administrative authority would appear to be the first step in eliminating such inadequacies as are present.

The matter of personnel is another subject for careful study. All that needs to be said here is that many excellent teachers will be available with the close of hostilities. Now is the time to determine what specialists are needed for an expanded athletic program and to take steps to see that the personnel office is fully aware of your specifications. A formal written report is



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Of The Athletic Journal, published monthly except July and August, at Chicago, for October, 1944.

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necessary. An informal chat will not serve.

Financial problems will be largely eliminated with the instituting of good administrative machinery. A modern business-like scheme of financing, together with aggressive promotion and alert community relations program, will eliminate most financial problems.

In this connection some writers have suggested that most athletic problems would disappear if it were possible for boards of education to completely finance this program. This proposal undoubtedly has much merit, although it is not possible under present Ohio laws. It will therefore not be considered here.

A few more criticisms of our present programs may be enumerated as follows:

2. Athletics are expensive. 3. Too much emphasis is placed on winning, with the result, that the true purposes of the program are forgotten; 4. Athletics are a disrupting factor in the school program; 5. Strenuous competition is often dangerous to the health of participants.

Other charges might be set down. However, they need not be considered for our purposes. All of them, when carefully analyzed, point toward the one great weakness of high school athletic programs—*They are poorly administered.*

While the state high school athletic association, the board of control of athletics, and in some cases, the local athletic council, are contributing factors in the proper administration of this program, there must be a fixing of responsibility for the countless details and continuous planning of the total program in the hands of one person. This person should be granted whatever authority is necessary to carry out the job. The present plan, whereby each coach, physical education teacher, and, perhaps, faculty manager assume certain isolated phases of this work simply will not serve. Repeating: a person whose horizon is not limited and whose energies are not spent upon one or two sports must do the planning and take care of administering this work. Each activity can thus be given proper emphasis and support. On the other hand, coaches will be freed of duties which now handicap their chances of producing successful teams.

The fact that this program is not efficiently administered is no reflection on any of those working in the field. How can it keep pace with changing needs and with coming innovations? No one working in the field has the responsibility, or the authority to inaugurate new ideas, or to evaluate and discard obsolete procedures and practices. It is everyone's business now, and this means no one's. Administration cannot be anything but poor, until we fix responsibility and allocate time, help and supplies, to the person delegated. What has been said of the athletic program might well be repeated for physical education class work in our large high schools.

In this scheme, the place of the school

athletic council is extremely important. Its function is advisory. It will guard against abuses, set local policies, and furnish planning and direction. Any program which touches every person in the school as this one does, should be the concern of all—administrators, pupils, teachers, janitors, parents and special personnel.

The need for co-ordinating everything for which the school is responsible, which has been stressed in the last few years, raises still another question for our consideration. What is the relationship between the athletic program and the total extra-curricular program of the school? Certainly, athletics are simply one of the modern secondary schools' total extra-class offerings. This total extra-curricular program has been described as an unplanned, unco-ordinated conglomeration of activities inserted into the school calendar. Many are inclined to agree with this description.

How does this problem of the total extra-curricular program find its way into a discussion of postwar planning for athletics? The position is taken here that no part of the total program will be any better than the complete program. For too long, athletics belonged to the physical education department, the band to the music department, and the dramatics to the English department. As a matter of fact, all these are school projects for which the school is responsible. Such reasoning points toward the formation in each school of a democratic method for administering the school's total extra-curricular program. If this extra-curricular program has not produced the results hoped for, the failure can be traced to administrative weakness.

Summary and Recommendation

In summary, this discussion has suggested that, the post-war period, which will be a time of great educational readjustment, offers splendid opportunities for correcting the weaknesses of our athletic program.

The first, and all-important step in the cure, is a complete revamping of the machinery for administering the total extra-curricular and specifically, the athletic program, in each school. It is hard to see how the administration of athletics can be divorced from the administration of the total health, physical and recreation program.

This article is condensed from a detailed report made by Mr. Moeller, executive secretary of the Athletic Board of Control of the high schools of Cincinnati to the High School Principals Council of that city.

The suggestions contained therein will be of interest to many administrators and heads of physical education departments in the secondary schools of the country as they now make plans for reorganization.

Articles bearing upon this subject will be presented from time to time during the year. Editor's Note.

Objectives in Basketball

By Cecil R. May
Basketball Coach, East High School, Aurora, Illinois

STAGE I

Raw Material:
1. Impulsive
2. Awkward
3. Nervous
4. Anxious
5. Timid
6. Hurried

STAGE II

Finished Qualities:
1. Deliberateness
2. Balance
3. Poise
4. Patience
5. Aggressiveness
6. Controlled-action

To bridge the gap between Stage I and Stage II requires a program that each and every coach endeavors to put over during the season. To attain objectives we must have an ideal toward which to work. That ideal must be big enough to measure the value of each minor objective. To cultivate the above finished qualities the major and supreme ideal should be tempo, a timing that is adapted to the qualities of the individual. As you will note the one common denominator of the above qualities is timing.

In teaching drills, fundamentals and the strategy of play a coach should insist

upon a stop in the movement so that the player develops his own particular timing and control necessary to poise, balance, and the ability to act from the point of the stop.

The tendency is to insist upon action to the extent that the player never develops good body fakes that are so essential to effective play. The player who is in constant motion, for the most part, is an ineffective player. The defense can readily interpret the pattern of action and move to intercept the play.

This element of timing is a concept that dominates the very essence of growth. If the qualities of deliberateness, balance, poise, patience, aggressiveness and controlled action dominate in the every day affairs of life—why not cultivate the aid of these qualities in the winning of ball games!

It is perfectly obvious that deliberate action will be more consistently accurate than impulsive action. Balance will not dominate awkward action if the timing is

too fast. Nervous attitudes and expressions interfere with the timing element that is so essential to patience. Aggressive action will take advantage of the timing element that is involved in opportunity while timid action impairs opportune time. Hurried action is typical of inexperience, lack of knowledge of the exact situation, and a fear of these unknown factors. Controlled-action typifies a knowledge of all the factors involved and especially a confident knowledge of the timing element necessary for a successful move.

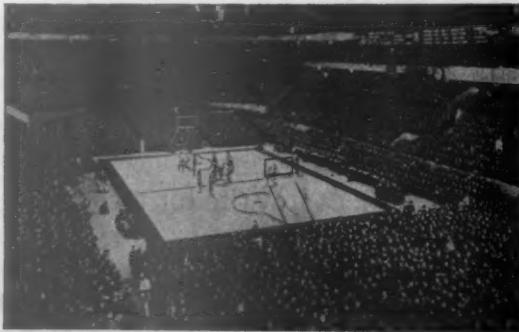
The qualities that I have listed are only a few that might possibly be named. I chose these six qualities because of the major principles of conduct that they represent. All of these qualities are in the abstract and form descriptive terms for the finished player's integrated personality. The timing element provides a workable principle by which these qualities are developed in the personality of the player.

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WHY ATHLETICS IN WAR TIME

When we entered the World War in December, 1941, the American people naturally set about to determine what institutions, industries and activities were essential to the war effort, and to suggest that those which were not essential be discontinued for the duration.

There were certain indications that sports might be discontinued more or less generally, because some seemed to believe that it was wrong for boys, who were waiting for their numbers to be called, to toughen themselves, let us say, by playing college football. At any rate, no one in the early days of 1942 attempted to give the American public an answer to the question, "Are athletics of value to a nation at war?" With this in mind, the Athletic Institute in October, 1942, assumed the responsibility of presenting from time to time the opinions of public men whose views merited respect regarding the value of athletics and the question as to whether or not they should be continued for the duration.

Condensed summaries of releases that were issued by the Institute in the months following Pearl Harbor, and resumés of addresses, containing arguments for war-time athletics, as collected and recorded by the Institute, have been assembled in booklet form. They are presented, not with the idea that they have today any special news value, but with the thought that coaches who are frequently called upon to make public addresses, or to write articles, may find material in these excerpts of value.

Write for a copy of the booklet.

**THE ATHLETIC INSTITUTE
209 SOUTH STATE STREET, CHICAGO**

A Prognosis of Athletic and War Injuries

By John F. Fahey

Formerly Athletic Trainer, Del Monte Pre-Flight School

THE advantage of sports for keeping fit is not denied. The rehabilitation of our former physically fit will require a sports program.

Our coaches and trainers throughout the United States are doing a marvelous job. They must be kept working on the rehabilitation program or "All work and no play" will have a serious mental effect on all those who used to play and cannot now.

Very few seem to utilize the tangible reasons for poor results in healing or what nature is trying to do or overcome. Here is a brief of what you best may expect: *The ability of a tissue to regenerate is in indirect proportion to the degree of differentiation of the tissue.* Let us look at our tissues and see what happens if the physician does his best.

Connective tissue—Regeneration is perfect.

Skin—A very high degree of regeneration.

Bone—Great efforts towards regeneration.

Joints—Patching and *partial* regeneration.

Muscles—Patching without regeneration.

Nerve cells—No patching, no regeneration of cells, merely regrowth of the cell process only.

The easiest tissue to produce is connective tissue. If the environment for repair does not seem favorable (free of organisms, shock, and trauma, lacks healthy supply of warm blood) the repair of a highly specialized cell will be stopped at the connective tissue stage. The favorable environment may permit repair cells to pass quickly through all stages necessary to produce bone, cartilage, and tendon, while it is almost impossible to detect the join. Inadequate repair is poor patchwork of a different material, seen when osteod tissue, interweaving true bone or connective tissue, becomes inter-

woven in muscle. This is a real functional impairment problem.

We all know swelling follows injury. This dilatation slows circulation at the point of injury. The injury becomes engorged with cells and fluid. The natural "first aid" pack consists of lymph, exuded blood cells, dead and dying cells of the part. Soon cord-like processes penetrate this mass from nearby capillaries. This soon becomes canalized and new capillaries appear. These capillaries permeate the mass and exude the repair cells whose function it is to ingest fat, take up fluid, remove dead cells and the original "first aid" pack. If these repair cells seem to lose their cells and leave only long finger-like processes, scar tissue will result. These processes shrink in size and choke off any capillaries by interlacing them. Other times these processes may be required to make other repair of complex tissue possible. This requires favorable environment and good care.



Yes, they've turned in their leather helmets for steel ones this year. And what a line up Uncle Sam is putting on the field—the greatest in history!

Coaches and trainers—they're in there doing their stuff, too. Keeping our boys in the finest of fighting trim.

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tribute. And God speed the victory on the battlefield—so our boys can return to the ball-field!

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Another structure that does, and will, play a big part in our obscure injuries is the fascia. It forms the "elastic stocking" for limbs. It envelops muscle fibers and bundles. It forms the fatty "cushions" of fat cells. It acts as sheaths for tendons and as a packing of nerve trunks and paths. This slippery covering is essential for activity and is responsible for cramps, if worked too hard or fast. When muscles lose their function, the fascia forms bands which incorporate tendons. It eventually may become fibrous and lose its functions.

In joint injuries, we must remember the soft cartilage cushion attached to the fibrous capsule needs extreme care. If, like the capsule, fibrous tissue takes the place of the cartilage, it means extra work, longer time and a risk that the "patch" may be so firmly incorporated into the part that it cannot be dissolved and re-

placed by cartilage. When these complex tissues are torn at the same time as the neighboring connective tissue, the question of functional repair is in doubt. If the patient is handicapped by a sedentary life, debilitating habits, or intercurrent disease, the cartilage may be replaced by connective tissue. If neglect or poor treatment is given, one may find loss of flexibility, increased rigidity, and long impairment of function, perhaps arthritis.

The problem of "water on the knee" is a simple one. The synovial sheath or membrane in a point is a highly secreting body. In repair, it too can be patched with connective tissue and lose its entity, which will lessen the capacity of the joint, or ruin its action. This fibrous type of adhesion must be gently broken down to permit synovial tissue to form, or reproduction of the synovial sheath to take place.

This is an automatic lubricating system. It is comprised of highly vascular fringes at the point the cartilage and synovial sheath meet. Normal compression in action causes secretion. If a slight injury to these fringes occurs, greater excess of fluid in the joint is in evidence. Due to the highly vascular nature of this membrane, nature renders it highly vulnerable to disease, that is rheumatic joints, etc. It is a very fertile field for infective processes. Extreme care to keep from infection causes one to wonder if aspiration is not a dangerous procedure.

Many of our athletes, civil and service, will be coming to us with these aforementioned conditions. We should always remember that rest, as well as skillful manipulation and massage to insure ample circulation and warmth, may insure rapid and complete restoration to normal. Much depends on us.

The Problem of Measuring Physical Fitness

By W. W. Tuttle
State University of Iowa

THE importance of being physically fit has always been recognized, but if we judge on the basis of the findings of selective service boards, it appears that too little has been done about it. One of the chief reasons for this situation is the failure to recognize just what constitutes physical fitness. Although the problem is not a simple one, the research necessitated by the war emergency has resulted in a reasonable and logical definition of this qualitative state of being.

Too frequently physical fitness has been considered in terms of only one of its components. However, today we think of different types of fitness, each consisting of various components and requiring special tests and special programs. Gallagher and Brouha¹ discuss three types of physical fitness as follows:

1. Static or medical fitness. 2. Dynamic or functional fitness. 3. Motor skills fitness.

Static fitness refers to the condition of the various organs of the body, and is therefore basic. If the most is to be made out of any training program, regardless of what phase of fitness is involved, it is of utmost importance to know whether the organs of the body are functioning normally. Beginning at this point the train-

ing program, whether it is pointed toward athletic competition or war, can be adjusted to the personnel of the group involved. Much time and money are saved by eliminating those basically unfit at the very start. In addition, the basically unfit individual is protected against injury to an already malfunctioning organ.

Obviously, an adequate physical examination should be required of everyone, regardless of age or sex, who proposes to participate in any type of athletic program. This requirement is not only fair to coaches and trainers, but also to those who decide to indulge in strenuous exercise. It is just as obvious that physical examinations should be given by a physician. He is the only one competent to conduct a physical examination, and in addition, he is the only one who can afford to take the responsibilities involved in such an examination.

Basically fit individuals may vary widely as to their dynamic fitness. It is this type of fitness which has received so much attention in war physical training programs. In the past, the success of measuring dynamic fitness has suffered, for the reason that too much emphasis has been placed on simplicity of measurement. Capacity to do work, whatever the nature of the work, depends on the co-ordinated capacity of all the organs of the body. Thus, the problem of measuring dynamic fitness becomes complex. Both from the stand-

point of experience and logic, highly reliable, simple, inexpensive tests of dynamic physical fitness are yet to be found. As is the case in the measurement of any physiologic quality so it is with the measurement of dynamic physical fitness. It is relatively easy to find the extremes, but it is often difficult to evaluate those who are in between. This type of situation creates another difficulty. In order to validate any test of dynamic physical fitness, measured results must be correlated with absolutely reliable standards. Since it is impossible to make a quantitative selection of groups on the basis of static and dynamic physical conditions, reliable standards for the purpose of validating tests, are not at hand.

A common error in attempting to measure dynamic fitness is using a mild form of exercise as a basis for determining organic reactions to exercise. Regardless of what reactions compose a proposed test, the first prerequisite is to use a strenuous exercise as a basis for testing organic response. This requires that some form of strenuous exercise, involving as much of the musculature of the body as possible, be employed.

The reason why strenuous exercise is required in the testing of dynamic fitness is quite clear. It has been demonstrated that if two individuals, one in just fair condition and one in top physical condition perform an exercise well within the

¹ Gallagher, J. Roswell and Lucien Brouha. Physical Fitness. Its Evaluation and Significance. J.A.M.A. 125: 834-838, (July 22), 1944

work limits of the individual with the less capacity to do work, he will perform the work as efficiently as the individual in top condition. However, if these same subjects perform an exercise which is definitely strenuous, the individual in top condition will outscore his poorer rival, regardless of what type of indices are employed.

Since dynamic fitness involves the proper functioning of many physiologic mechanisms, the tests developed up to the present time vary in content from the measurement of single items such as heart rate or blood pressure, to all types of combined items, and weighted items. Perhaps the most promising of this type of approach is described by Johnson, Brouha and Darling.¹ The recovery time of the heart and the time spent in a strenuous exercise are used as the basis for the test. However, after applying the test to hundreds of subjects, of all degrees of physical fitness, these investigators claim nothing more for the test than its ability to segregate subjects into high, average and low groups of physical fitness. This type of test is useful if one wishes to select men who fall into these widely separated groups. The same can be said for several other tests of this nature, even though more may be claimed for them.

After all has been said and done about measuring dynamic fitness, there is a fundamental principle that should not be overlooked, and that is, the best way to find out how much work any individual can do is to measure accurately how much work he can actually do. Those who object to this approach, and who seek other means of measurement are prompted to do so on the basis that the accurate determination of dynamic fitness (work capacity) requires expensive equipment, and complicated procedures. Perhaps this is true, but any other procedure sacrifices precision and accuracy for speed and simplicity.

There have been developed several devices which provide adequate means for actually measuring work capacity (dynamic fitness). The requirements which such equipment must meet are (1) they must provide for strenuous work, (2) they must make accurate records of the work done, (3) they must be simple of operation and (4) they must be sturdy and mobile. We believe that the bicycle ergometer meets these requirements better than any other type of apparatus available at the present time. A properly constructed bicycle ergometer, accurately calibrated, permits rapid calculations of work capacity and after a short period of instruction and practice, it can be operated by almost anyone.

There have been several approaches to

¹ Johnson, R. E., L. Brouha and R. C. Darling. A test of physical fitness for strenuous exertion. *Rev. Canad. de biol.* 1: 491-503, 1942.

the problems of work capacity as measured by the bicycle ergometer. It has been common practice to measure the amount of work that an individual can do from the beginning of work to complete exhaustion. This procedure is objectionable, because it requires a relatively long period of time, and in addition handicaps the performer for a time after the test because of his extreme state of fatigue. These objections are avoided by adopting a short work period of from two to five minutes. This procedure requires that the subject work at full capacity for the total time selected. During the work period, the work rate is recorded continuously, so that the total amount of work accomplished for the work period is known.

Obviously, the individual in the state of best dynamic fitness will accomplish the most work in a unit of time. This fact is well demonstrated by the bicycle ergometer since we have observed that men who were known to be dynamically fit did more than twice as much work in two minutes as those who had made no point of becoming physically fit. In addition, the work rate which can be attained by the person in excellent dynamic condition is distinctly greater than that for those less fit. Practically everyone, especially those who are dynamically fit soon reach a steady state of work. This means that they finally find a work rate level at which they can perform work over a relatively long period of time. By means of the bicycle ergometer, it has been demonstrated that the individual who is in good dynamic condition reaches and maintains a level of the steady state which is much higher than that for those who are less fit.

Since the bicycle ergometer provides a quantitative measure of dynamic fitness, results obtained need not be confined to the extremes of dynamic fitness. Individuals may be separated on the basis of dynamic fitness by a fraction of a foot-pound or kilogram-meter.

There is one objection which is frequently raised to all work capacity tests and that is that some individuals fail to exercise the "will to work." We have always felt that the "will to work" is an important part of dynamic fitness. Certainly, the individual who deliberately refuses to work to capacity is less fit than one who is willing to put forth maximum effort.

The measurement of motor skills fitness has received rather wide attention, and, since this phase of fitness is extremely important in sports, the coach and trainer will profit by being familiar with the generally accepted procedures for the measurement of these items. In addition to static and dynamic fitness, the successful athlete certainly must possess a high degree of co-ordination, flexibility, steadiness and accuracy of movement, since these are the fundamental components of motor skills fitness.

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Ivory System Observer



Early in October our monthly publication will be in the mails, and we would like to get a few more of you athletic fellows on our mailing list. The **OBSERVER** is sent free to Coaches and others connected with the athletic setup in Schools, Colleges, Industrial Organizations and to Athletic Officers in the service.

It is written in a free and easy style, and has for many years been giving valuable information on the Care of Athletic Equipment. Both the Army and Navy have used the **OBSERVER** freely in preparing instructions on the Care of Athletic Equipment to service men everywhere. You, too, can profit by reading its spicy, pertinent advice on how to get the most service out of your athletic equipment.

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